



DOI: 10.54919/physics/56.2024.103fp1

## Improvement of professional preparation of public servants, as a condition of sustainable development of territorial communities in process of interaction with pledges of higher education

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### Abstract

**Relevance.** At an important stage in Ukraine's foreign and domestic policy, the country is actively seeking its place in the international community and building new European relations. In this context, it is vital to implement state policies for training public servants, enhance pledges of higher education (PHE), and improve collaboration between PHE institutions and territorial communities (TC).

**Purpose.** The purpose of the article is to develop a system for improving the training of public servants in the context of organizing the educational process, as a guarantee of the development of TC in the process of interaction with PHE.

**Methodology.** The experimental research methodology involves developing a training system for public servants in PHE, assessing their readiness for professional activities, and identifying interaction methods between TC and PHE. Empirical methods include observation, surveys, diagnostic conversations, questioning, and experiments. Mathematical statistics methods are used to process final indicators of public servants' readiness, ensuring sustainable development of territorial communities through their interaction with higher education institutions.

**Results.** The study defined the concepts of "public administration", "competence of public servants", and "training of public servants", and identified promising directions for improving public servant training. After conducting an

### Suggested Citation:

Vasynova N, Ptakhina O, Sych T, Zablotskyi V, Ivanov Ye. Improvement of professional preparation of public servants, as a condition of sustainable development of territorial communities in process of interaction with pledges of higher education. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):1031-1039. DOI: 10.54919/physics/56.2024.103fp1

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experimental study, promising directions for improving the training of public servants for the introduction of professional activities were formed, as conditions for the sustainable development of TC in the process of interaction with PHE.

**Conclusions.** It was found that public servants' training, professional competencies, and standards were at low to medium levels. This highlights the need for pedagogical conditions to improve readiness, including quality training systems, retraining, specialization, qualification improvement, and self-education activities. The practical value of the work lies in the training of a highly qualified specialist capable of realizing the professional potential for the benefit of the state.

**Keywords:** public administration; management of training; international community; technical cooperation; domestic policy.

## Introduction

Active development in various spheres of public management processes and the application of information communication technologies in public governance provoke the updating of approaches to reforming institutions in the public sector. Undoubtedly, public servants of the new generation should respond to the trends of modern state management. Therefore, the purpose of the research is the experimental verification of the system for improving the training of public servants as a condition for sustainable development of technical cooperation in the process of interaction with professional higher education.

Today, in Ukraine, service in local government bodies is a type of public service. Y.M. Khrykov [1] believes that progress in the field of state governance of the country is achieved primarily through the development of technical cooperation. According to the scientist, further decentralization of state governance should be carried out through the establishment of a stable interaction between higher education institutions and territorial communities, which will improve the process of further education development. Professional higher education institutions will be able to conduct scientific research, practical training of students, and preparatory courses among schoolchildren preparing for admission to higher education institutions. According to L.M. Kornuta and A.O. Neuhodnikov [2], numerous issues and procedures for improving the training of public servants require normative regulation based on the experience of EU countries that prepare public servants on the basis of a sustainable and practical-oriented mechanism for improving the training of public servants. The issue of the quality of professional training of public servants can be resolved by borrowing the experience of other countries, namely: France, Germany, Great Britain, and the United States.

Scientific works by R. Barro and X. Sala-i-Martin [3] have investigated the ways of developing local self-government, territorial communities, and the educational component in them. In scientific works by S. Pollitt and G. Bouckaert [4] and S. Shults [5], the solution of issues related to the cooperation of professional higher education with stakeholders in the continuous education system is raised, particularly the specifics of solving the outlined problems in the EU countries, promising directions of such cooperation are raised. According to H.S. Nosan and T.V. Moskovchenko [6], special attention should be paid to the issues of professional development of civil servants today, as well as the process of adapting the professional competence of civil servants to international standards. A. Delcamp and J. Loughlin [7] believe that Ukraine needs to train a new quality of managerial personnel who are able

to accelerate the socio-economic development of the state and be prepared for professional activities.

Based on an analysis of scientific developments by K. Vashchenko et al. [8], the research problem has been clarified that reforming the system of training civil servants affects the quality of public service and service in local self-government bodies. After all, ensuring the standard of living of citizens and increasing the competitiveness and international subjectivity of any country is interconnected with ensuring quality public administration. L.E. Orban-Lembryk [9] believes that the updating of the Law of Ukraine "On Civil Service" has allowed Ukraine to embark on the path of forming state and service relations of the new generation, which requires a thorough renewal of the training of civil servants in higher education institutions, officials, professional education standards in the field of public service, and strengthening of the interaction between TC and PHE.

The outlined problem of preparing civil servants requires further research and a search for approaches and ways to solve it.

## Materials and Methods

In order to verify the outlined system of improving the training of public servants in the context of the organization of the educational process, as a key to the development of TC in the process of interaction with PHE, an experimental study was conducted. The experiment was conducted at State Institution Luhansk Taras Shevchenko National University during 2020-2022. In order to ensure the representativeness and reliability of the sample, the peculiarities of the formation of the control and experimental groups were determined. The formation of the control-research array was carried out by pairwise selection. The condition was taken into account that at the end of the selection, the number of the experimental group met the requirements of representativeness. The sample consisted of 84 master's students. The control group consisted of 40 respondents, and the experimental group included 44 respondents.

At the first stage of the experiment (2020), observation, the study of the experience of training public servants abroad, surveys, diagnostic interviews, and questionnaires were carried out. The process of forming the readiness of public servants to carry out professional activities involved the use of effective methods that would contribute to the improvement of their professional competence. Such methods included the use of interactive techniques such as discussions, forums, trainings, and simulations of public hearings. Practical, laboratory, and seminar classes were conducted during the teaching of professional disciplines at the department of public service and management of

educational and social institutions. These activities were aimed at students pursuing a master's degree in the specialty of "Public Management and Administration", with educational programs in "Territorial Management and Local Self-Government", "Personnel Management", and "Social Sphere". Additionally, online courses were implemented on various platforms to facilitate the self-training of future public servants. To further professional development, methods such as intelligence maps, brainstorming, briefing and debriefing, and collegial training were applied. Future public servants were also involved in forming communities of practitioners and participating in webinars.

At the second stage of the experiment (2022), the selection of methods for checking readiness components and their indicators was carried out. The methods of mathematical statistics were used to process the final indicators of the formation of the level of readiness of public servants to carry out professional activities. The verification of the formation of the motivational component of readiness was carried out by using the methodology "Motivation of learning in PHE" according to T.I. Ilyina) and diagnostic methods of personal motivation for success (according to T. Ehlers). Cognitive aspects were addressed through the implementation of tasks of varying complexity levels tailored for students specializing in "Public Management and Administration". Communication skills were honed through proposed practices such as the use of protection of scientific development projects is proposed. Thanks to the developed set of diagnostic methods, information was collected on the level of criteria formation and respondents were divided into the following levels: low, medium and high.

An analytical study was conducted to assess the effectiveness of the outlined components of public servants' readiness for professional activities. This included evaluating the quality of the training system, retraining, specialization, and advanced training for public servants. Additionally, the professional training provided in higher education institutions, along with self-education activities, were analyzed. To gather insights, a survey of master's students was conducted, alongside diagnostic interviews and questionnaires. The data obtained were processed using methods of mathematical statistics, allowing for the analysis of final indicators related to the formation of public servants' readiness levels for carrying out professional activities. An analysis of the obtained results was carried out, their generalization and conclusions were drawn.

## **Results**

Based on the analysis of Decree of the Cabinet of Ministers of Ukraine No. 474 "State Administration Reform Strategy of Ukraine for 2016–2021" [10], it was found that the system of professional training of public servants needs to be updated on the basis of cooperation between TC and PHE. Analysis of the Decree of the Cabinet of Ministers of Ukraine No. 831 "State Administration Reform Strategy of Ukraine for 2022–2025" [11] made it possible to conclude that graduates of higher education institutions who study under the educational program "Public Management and Administration" should possess such qualities as

principledness, decisiveness and demandingness, initiative, politeness, tact, endurance, and responsibility.

The issue of ensuring the professional development and training of public servants in Ukraine has received normative status basis and is statutory defined. However, numerous problems and the procedure for solving them require regulatory regulation. Ensuring radical changes in the public administration system, and ensuring sustainable development of TC with PHE, is the main idea of implementing administrative reform in Ukraine. The effectiveness of the implementation of high-quality public service by public servants, in particular in territorial communities, is determined by the level of their professional competencies in the field of public administration acquired during training at PHE. To date, solving issues within the framework of public service requires the availability of highly qualified personnel in the field of public administration, the improvement of their professional training in the specialization "Public administration and administration".

Graduates of the outlined speciality must have the ability to adopt and ensure the European level of public service provision. During training at the leading PHEs of Ukraine, where the training of public servants is carried out, future specialists must acquire organizational, functional, intellectual, political, legal and economic competence, as well as have the ability to perform paperwork and use computer technologies. The purpose of the training process of public servants is to focus on obtaining competencies, namely: analytical, informational, social, legal, organizational and managerial. The requirements of modernity consist in the implementation of measures to improve the system of training public servants, which is designed to meet the needs of state authorities in highly qualified employees capable of implementing the latest communication, management and social technologies to ensure the sustainable development of TC. Personnel policy in the field of public service should be carried out in the following directions, namely: provision of state and local self-government bodies with competent personnel competitive on the labour market; raising the professional level of public servants; ensuring the development of the mechanism for the formation of a new generation of public servants [6].

Based on the global experience of professional training of public servants, the pedagogical conditions for the readiness of public servants to carry out professional activities, which will become a guarantee for the development of territorial communities, are identified.

Firstly, ensuring a high-quality system of training of public servants is essential to train highly professional personnel who possess scientific knowledge, skills, and abilities of a new generation and are ready to perform their professional duties.

Secondly, professional training in higher education institutions is a key component, where advanced training enhances existing competencies through various learning modes, including face-to-face, distance, and blended learning via developed internet platforms and websites. Integral to this training are internship experiences, both domestic and international. Domestically, internships at training centers provide firsthand public service experience, following individualized plans.

Internationally, cooperation agreements with foreign counterparts offer exposure to diverse public service practices.

Provision of professional training of public servants in institutions of higher education is a key component, comprising several elements. Preparation involves completing an educational program in the specialty of “Public Management and Administration”, ensuring a foundational knowledge base. Advanced training then entails enhancing already acquired competencies through various modes of learning, including face-to-face, distance, or blended learning utilizing developed internet platforms and websites. Internship experiences are also integral, occurring both domestically and internationally. Domestically, internships take place at training centers, allowing future public servants to gain firsthand experience in carrying out public activities. These internships follow individualized plans developed in advance. Internationally, experiences are facilitated through cooperation agreements between state bodies and foreign counterparts, providing exposure to diverse perspectives and practices in public service.

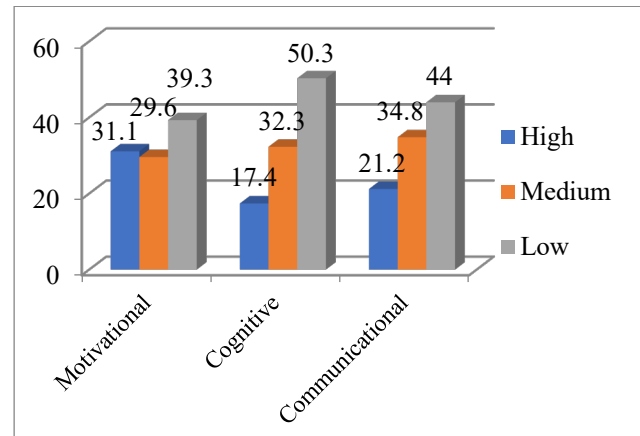
Finally, the training of public servants is supported through self-education, encouraging continuous personal and professional development.

Self-education – implementation of self-organized acquisition of professional competencies by public servants through participation in scientific and practical conferences, seminars, trainings, master classes, mastering courses of practical skills. It is proposed to involve TC representatives in such activities, who have the opportunity to express all the problems of TC development and discuss ways to solve them thanks to the interaction with PHE. To determine the level of readiness of public servants to carry out professional activities, the following components are selected: motivational, cognitive and communicative. At the first stage of the experiment, a set of adapted methods for studying the levels of readiness of public servants to carry out professional activities was selected.

The sample consisted of 84 State master’s students Institution Luhansk Taras Shevchenko National University. The experimental study was conducted during 2020-2022 at the Department of Public Service and Management of Educational and Social Institutions among students studying for a master’s degree in the specialty: “Public Management and Administration” (“Territorial Management and Local Self-Government” educational program, “Personnel Management” educational program, “Social Sphere” educational program). The control group consisted of 40 respondents, and the experimental group consisted of 44 people. At the ascertainment stage of the experiment, a questionnaire was conducted in the pre-selected control group, which made it possible to find out the level of formation of the components of the readiness of future public servants to carry out professional activities.

It is worth proposing to form the professional competencies of public servants by implementing indicators for selected components: knowledge acquired during studies in higher education institutions, practical work experience, motivation to fulfil their duties, self-education. The work of public servants should be aimed at implementing the requests and needs of the population.

Their activities should be built on the principles of transparency, striving for the European level of service provision, and democratization. For this purpose, a survey of masters was conducted, based on the results of which conclusions were drawn regarding the level of formation of professional competencies in them, readiness to carry out the professional activity, the presence of priorities in future professional activity, levels of formation of the outlined components of readiness. It was found that the motivational component is formed in students mostly at a high and medium level, the cognitive component is at a low level, and the communicative component is at a medium and low level. The results of the survey are summarized and presented in percentages in Figure 1.



**Figure 1.** The results of diagnostics of public servants’ equal readiness until the implementation of professional activities on the basis of the statement stage of the experiment

At the formative stage of the experiment in go research, selected methodological tools for verification of the formation of selected components and their indicators.

Motivational – formed using the adoption of innovative forms, technologies, and training methods. This includes interactive techniques such as teamwork, group work involving the analysis of professional scenarios, brainstorming, role-playing, discussions, forums, round tables, debates, and simulations of public hearings. Additionally, the press method is employed to empower respondents to self-motivate for professional activities. For example, training and round table methods will allow a person to immerse himself in teamwork and feel like a specialist in his speciality, capable of making non-standard decisions and creatively solving issues.

Cognitive – since the component aims to form professional competencies of public servants, it is worth offering to learn the theoretical material of the robot using the interactive and remote technologies with subsequent control of educational achievements in full-time or extramural mode. To test the knowledge of public servants in remote mode, the following educational platforms were used: Zoom, Skype, Google Hangouts, Microsoft Teams and Webex. The training and self-training of future employees is proposed to be carried out using online platforms that offer ready-made online courses for consideration, including: “Fundamentals of personnel management in the public service”, “Effective interaction of local self-government bodies with the public”,

“Decentralization: from paternalism to of real development”, “Preparation and implementation of community development projects”, “Basics of state policy”, “How to proceed: to public servants about sustainable development”.

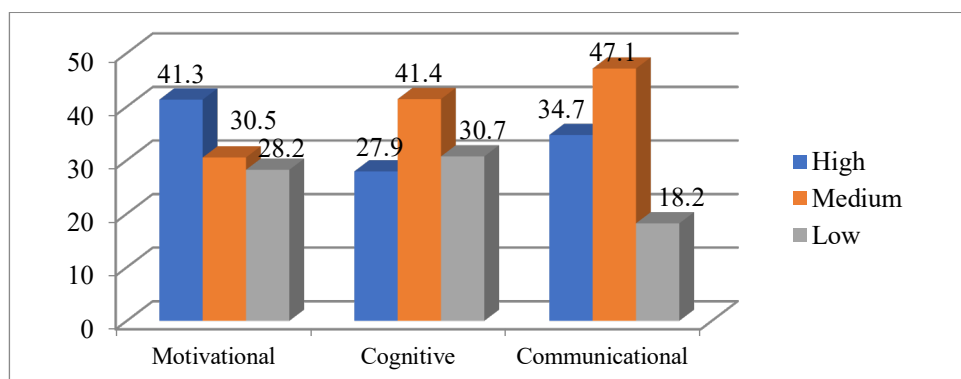
The courses outlined are designed by the National Agency of Ukraine on Civil Service together with the Ukrainian public project of mass open online courses “Prometheus”. DESPRO project “Supporting Decentralization in Ukraine” is offered to improve the qualifications of public servants. The role of the outlined project is to conduct e-learning and provide expert advice to employees of public administration bodies and TC bodies on improving their work based on international experience.

Communicational – for the formation of the component, public servants are offered the use of creative methods that can be used during professional development, namely: intelligence maps, brainstorming, Oxford debates, briefing and debriefing, collegial training, conducting webinars. The use of computer, multimedia, audio and video equipment, the possibility of remote learning and counselling is provided as technical support in classes.

To intensify cooperation between PHE and TC, it is proposed to provide platforms for student practice based on territorial communities. The experiment involves students

studying in the field of: “Public Management and Administration” (“Territorial Management and Local Self-Government” educational program, “Personnel Management” educational program, and “Social Sphere” educational program). It is also proposed to organize conferences, symposia, and seminars on the basis of PHE with the participation of representatives from territorial communities, who can participate in the discussion of current issues regarding the improvement of the quality of the educational component in the training of future public servants.

The complex of diagnostic methods allowed to collect reliable information about the level of formation of the criteria, which were developed at the formative stage of the experiment, and to divide the respondents according to the levels: low, medium and high. According to the results of the obtained data, it is possible to claim that the proposed set of selected methods is effective, since there is a significant improvement in indicators and an increase in the levels of formation of components among respondents compared to the ascertaining stage of the experiment. The results of distribution of respondents by levels of formation of public servants’ readiness to professional activities at the stage of formative experiment are presented in Figure 2.



The received results emphasized the need for a solution in the sustainable development of TC in the process of interaction with PHE. After the students completed practice on the basis of territorial communities, the main ways of TC development were clarified. Their implementation is the basis of the development of educational programs for students studying in the speciality: “Public Management and Administration”. The results of discussions at conferences, seminars and during round tables and discussions made it possible to define the issues of sustainable development of TC and outline the ways of further cooperation between TC and PHE. The formation of the studied definition was considered as a holistic pedagogical process based on the interaction of higher education teachers, employers, representatives of TC and students of higher education with the use of variable forms and contextual methods of learning, designing the content of learning and control.

Theoretical and practical analysis of the investigated problem revealed several risks complicating the interaction between TC and PHE. At the organizational level,

challenges include insufficient engagement of pedagogical resources and TC representatives in ensuring the quality training of public servants. Methodologically, there's a noted lack of interest among teachers in contextual learning methods aimed at forming professional competencies among public servants. On a personal level, the absence of a future public servant’s attitude towards demonstrating responsibility as a necessary and professionally significant quality presents a significant challenge. Updating the training of public servants is aimed at educating such a specialist who is able to carry out public administration at the latest level, possess theoretical knowledge and practical skills in the field of management and administration, be ready for timely and effective response to active changes in the state, possess high professional, moral and psychological qualities, to constantly update their knowledge taking into account the experience of managing state processes.

The conducted experimental research confirms the need to update educational programs for training public servants by adapting them to international standards and

approaches to improving the outlined problem. That is why the priority direction in the implementation of state policy is the creation of a system of continuous professional growth and training of public servants in accordance with international professional standards and taking into account national specifics. Therefore, the reorganization of the system of professional training of public servants should be carried out taking into account the typology of public service positions, methods of using trained personnel and plans for their career advancement.

The process of enhancing and operating the system of additional professional training aims to achieve several objectives. Firstly, it seeks to enhance the regulatory and legal framework supporting the system. Secondly, it endeavors to establish an efficient organizational and economic mechanism for its operation. Thirdly, the process aims to improve the quality of education provided within the system. This involves updating programs and training methods, with a specific focus on strengthening practical training for public servants on the basis of TC. Moreover, part of the objective involves conducting regular monitoring to gauge the level of development of public servants' potential. Additionally, it involves assessing the implementation of pedagogical conditions and components of readiness for public servants in higher education institutions.

As a result of the conducted experimental research, a system for improving the training of public servants was developed in the context of the organization of the educational process, as a key to the development of territorial communities in the process of interaction with PHE. The methodical system is based on the formation of three components of readiness, namely: motivational, cognitive and activity. To form a motivational component, it is suggested to use interactive learning methods, teamwork methods, working in groups using methods of analysing professional situations. The cognitive component of readiness is proposed to be formed through updating the content of the professional disciplines provided for in the curriculum for the educational programs of the speciality "Public Management and Administration, and the use of online platforms for self-training. For the formation of the communication component, the use of creative methods is proposed, namely: mind maps, brainstorming, Oxford debates, briefing and debriefing, collegial training, conducting webinars. In order to intensify cooperation between PHE and TC, it is proposed to provide platforms for student practice based on territorial communities.

## Discussion

The process of formation of a professional public service in Ukraine is one of the most important problems of the modern professional and economic development of the country. Activation of the processes of deepening relations between the state and society requires a transition to a higher level of compliance of a public servant. The currently existing system of public administration and public service in Ukraine does not fully meet the tasks set. The systems of state authorities need to be reformed in three directions, namely: redistribution between authorities of different levels, the introduction of administrative reform, reform of the organizational and legal foundations

of the civil service, strengthening of the interaction of TC and PHE [12–14].

It is advisable to carry out reforms in the field of public administration in Ukraine on the basis of borrowing the European experience of public administration by implementing political directions to integrative processes based on the applied principles, rules, methods, and mechanisms implemented in the EU [15]. M. Khrykov [2], conducting research on the theoretical foundations of organization of interaction of PHE and TC noted that updating the modern system of public administration of Ukraine should be carried out through the application of European standards to improve six areas, namely: rights and freedoms, personnel changes, economic profit, public administration, self-governance and security. It is worth agreeing with the results described above, because the process of improving the professional training of public servants is better implemented on the basis of establishing mutual relations with state authorities, local self-government officials, institutions of higher education and the personal desire of public servants for self-improvement.

S. Osborne [16], A. Delcamp and J. Loughlin [7], conducting a study of global management experience, noted that the key task of the process of reforming the public service in Ukraine is to ensure the proper level of professional qualification of a public servant, competence, and development of his business qualities in accordance with the direct relationship between promotion and remuneration. However, the results described above do not allow to agree with this, since the improvement of the level of training of public servants should be carried out on the basis of the interaction of TC and PHE. Based on the analysis of the scientific achievements listed above, the concept of "public service" is understood as the activity of employees of all institutions of state authorities that perform public tasks. Competence of public servants is understood as readiness for high-quality performance of official duties (scope of authority, formation of competencies), which is provided by a set of relevant professional knowledge and skills acquired during training, the experience of practical activity based on TC, motivation for professional activity and personal qualities. The competence of public servants should be formed at the expense of professional competencies obtained in institutions of higher education, practical experience on the basis of TC, the ability to self-educate [17].

K. Vashchenko et al. [8], conducting research on improving the quality of professional training of public servants, noted that it is practically absent in Ukraine, so such positions are usually occupied by people with different educations and specialities. Based on the analysis of the above results, there is a need to introduce professional training of public servants, which is due to the new needs of society in the training of specialists who are able to work qualitatively in the field of public administration. The purpose of professional training of public servants in the conducted study is to ensure a high level of efficiency, acquisition, and improvement of existing professional competencies, which ensures an appropriate level of professional qualification. Based on the analysis of the availability of higher education among public employees, it was found that only 66.2% of

respondents have it, among them in Zhytomyr region (53.3%), Kyiv region (54.4%), Vinnytsia region (57.2%), Ternopil region (57.6%), Chernihiv region (57.9%) [18].

L. van den Dool [19] conducted a study of the training of public servants in different countries. Given the research of the scientist, it is worth presenting a system of training, retraining and advanced training of management personnel in France, which consists of the following stages:

- implementation of training of specialists in institutions of higher education;
- implementation of training and retraining personnel in specialized institutes;
- implementation of reparations without separation from production;
- ensuring quality training through internships;
- provision of continuous training.

From the analysis of scientific sources by Z. Ziller [20], M. Weber [21] and D. Jery [13] it should be noted that the outlined experience of France in training personnel for the public service is effective and efficient. It is proposed to use the acquired experience of France in the research. Forms teaching public employees in Great Britain include the following stages [16]:

1. Carrying out distance learning from production using methods compatible and individual preparation.
2. Acquisition of professional competencies through the use of internal corporate training.
3. Acquisition of knowledge studying according to the program individual learning.

Based on the analysis of scientific sources by D. Moynihan [22] and P. Bourdieu [23], in the study, key ideas for improving the professional training of public servants as conditions for sustainable development of territorial communities in the process of interaction with institutions of higher education are identified:

1. Orientation of interaction on the mutual development of TC and PHE. It consists in conducting a survey among TC and PHE members to find out and solve the existing problems of each of the parties, to implement the needs of each party.
2. Partnership nature of the interaction. Ensuring collaboration between PHEs and TC, as a result of which PHEs can implement TC requests as the main direction of the country's development.
3. Normative fixation of the purpose, content, and forms of organizational software interaction. The implementation of the outlined idea consists in a continuous process of interaction between institutions of higher education and territorial communities, which involves the transformation of missions of institutions of higher education.
4. Orientation on strategic planning of interaction. Such an approach consists in assigning faculties to certain areas for the organization of interaction with TC.
5. Combining the use of interaction experience and the development of its innovative forms. The idea is to provide institutions of higher education with representatives from economics, management, sociology, political science, geography, geology, philology, and history. This allows for a comprehensive analysis of territories and modelling of their further development.

6. Technological software functioning systems' interaction between TC and PHE with help of developed forms. It consists in the development of these forms of activity, among which there is the study of TC needs; definition of effective ways of interaction; conducting sociological research.

7. Orientation of PHE servants for provision of interaction with TC. Providing psychological support orientation of all participants of the interaction.

8. Solution of problems of interaction on four levels – state, regional, district, and level of individual organizations. Implementation of cooperation at four levels: state, regional, and district.

The functioning of the current system of professional training for public servants in Ukraine faces several issues. There is insufficient participation of personnel services of the authorities and TC in the process of forming educational programs for the training of public servants. Additionally, problems with stakeholders remain unresolved. There is also a need to update the State Professional Standard for training public servants and optimize the system for monitoring the training needs of public servants and TC. Finally, the training of public servants relies on outdated forms and methods for training, retraining, and promoting qualifications.

Ensuring the improvement of professional training should be carried out by improving the regulatory and legal framework software by improving the quality of education, using licensing and accreditation of educational institutions, introducing updated forms and methods of education, monitoring the state of professional qualifications of public servants [18]. Thus, improving the professional training of public servants will allow solving a number of problems related to the implementation of administrative reforms, Ukraine's entry into the EU and will create conditions for the rapid professionalization of public servants, as conditions for the sustainable development of territorial communities in the process of interaction with institutions of higher education.

## **Conclusions**

During the study, the concepts of “public administration”, “competence of public servants”, and “training of public servants” were defined. Promising directions for improving the process of preparing public servants for professional activities were formed. The purpose of the study was to experimentally test and select methodological tools to improve the training of future public servants by forming the components of readiness of public servants for professional activity, as a guarantee of interaction between TC and PHE.

During the descriptive stage of the study, it was established that the level of training of public servants for professional activity, possession of professional competencies, and professional standards was at a low and medium level. This trend requires the creation of necessary pedagogical conditions for the formation of readiness of public servants for professional activity, including ensuring a quality system of training, retraining, specialization, and qualification improvement of public servants, providing professional training of public servants in PHE, and carrying out self-education activities. The generalized data from the formative stage of the

experiment after the implementation of the proposed system allows to draw conclusions about the effectiveness of the implemented methodological materials. It was found that the implementation of state policy in the field of personnel training for public administration is the guarantee of quality professional training of public servants.

A promising direction for further research is to consider modern international programs for graduate students, with the aim of undergoing internships abroad and implementing the results of their own research. Scientific research, as well as the conclusions formulated on its basis, can be used in the future as an effective scientific base for improving the training of public servants, using the experience of EU countries. In this sense, the policy of

educational institutions in Ukraine that prepare public servants should be aimed at updating the system of training public servants by borrowing foreign experience in the training of such specialists and implementing ways of interaction between TC and PHE. The prospects for further research lie in the implementation of digital resources for organizing scientific research activities of higher education seekers, future public servants, in international practice.

#### Acknowledgements

Not applicable.

#### Conflict of Interest

The authors declare the absence of conflict of interests.

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## **Удосконалення професійної підготовки державних службовців як умова сталого розвитку територіальних громад у процесі взаємодії із закладами вищої освіти**

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### **Анотація**

**Актуальність.** На важливому етапі зовнішньої та внутрішньої політики України держава активно шукає своє місце в міжнародному співтоваристві та розбудовує нові європейські відносини. У цьому контексті життєво важливою є реалізація державної політики щодо підготовки державних службовців, підвищення рівня вищих навчальних закладів (ВНЗ), покращення взаємодії між закладами ВНЗ та територіальними громадами (ТГ).

**Мета.** Метою дослідження є розробка системи вдосконалення підготовки державних службовців у контексті організації освітнього процесу як запоруки розвитку територіальних громад у процесі взаємодії з ВНЗ.

**Методологія.** Методологія експериментального дослідження передбачає розробку системи підготовки державних службовців у вищих навчальних закладах, оцінку їх готовності до професійної діяльності та визначення методів взаємодії ТГ та ВНЗ. Емпіричні методи включають спостереження, опитування, діагностичні бесіди, анкетування, експерименти. Методами математичної статистики опрацьовуються підсумкові показники готовності державних службовців до забезпечення сталого розвитку територіальних громад шляхом їх взаємодії з вищими навчальними закладами.

**Результати.** У дослідженні визначено поняття “державне управління”, “компетентність державних службовців”, “підготовка державних службовців”, визначено перспективні напрями вдосконалення підготовки державних службовців. Після проведення експериментального дослідження сформовано перспективні напрями вдосконалення підготовки державних службовців для провадження професійної діяльності як умови сталого розвитку ТГ у процесі взаємодії з ВНЗ.

**Висновки.** Виявлено, що підготовка державних службовців, їхні професійні компетенції та стандарти перебувають на низькому та середньому рівнях. Це підкреслює необхідність створення педагогічних умов для підвищення готовності, зокрема якісних систем підготовки, перепідготовки, спеціалізації, підвищення кваліфікації, самоосвіти. Практична цінність дослідження полягає у підготовці висококваліфікованого спеціаліста, здатного реалізувати професійний потенціал на благо держави.

**Ключові слова:** державне управління; управління навчанням; міжнародна спільнота; технічне співробітництво; внутрішня політика.