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Problems of training of civil servants in post-Soviet higher educational institutions

Yevgeniy Borodin

Dnipro University of Technology

49005, 19 Dmytra Yavornytskoho Ave., Dnipro, Ukraine

Tetiana Tarasenko

Dnipro University of Technology

49005, 19 Dmytra Yavornytskoho Ave., Dnipro, Ukraine

Nataliia Sorokina

Dnipro University of Technology

49005, 19 Dmytra Yavornytskoho Ave., Dnipro, Ukraine

Nataliia Volkova*

Dnipro Academy of Continuing Education

49000, 70 Volodymyr Antonovych Str., Dnipro, Ukraine

Andrii Lymar

Dnipro University of Technology

49005, 19 Dmytra Yavornytskoho Ave., Dnipro, Ukraine

Abstract

Relevance. The study of problematic aspects in the process of training civil servants in the post-Soviet countries is extremely relevant today. This is, of course, due to an active policy of retraining workers according to the European approaches. Thus, an examination of the problems currently impeding the effective training of civil servants will make it possible to find ways to address and improve them.

Purpose. The aim of the work is to analyze the main approaches and tools that are used by post-Soviet higher education institutions in the process of training civil servants.

Methodology. In the article used various scientific and methodical means, among which functional and system approaches, as well as the method of analysis and synthesis, comparison, deduction, generalization.

Results. As a result of the research, both the theoretical and practical part of the question was revealed. Accordingly, in the first half of the work the essential content of the basic concepts and terms related to the studied topic has been determined, as well as their features and features have been disclosed. In addition, the methods and approaches underlying the training of civil servants in the post-Soviet countries were digging more into and their main disadvantages were identified accordingly.

Conclusions. The practical value of the work lies in the fact that it can be used as methodical material for higher education institutions, and for the personal development of individual educational workers. Perspective direction for future research

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*Corresponding author



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is consideration of modern programs, including remote ones, to improve the professional competence of civil servants and identify their main disadvantages.

Keywords: learning process; civil service; students; public service; modernization of the system of professional training of public servants; innovative technologies of education.

Introduction

In the context of globalization and the active development of society, it raises the question of improving the level of qualification of civil servants. When analyzing the current state of educational approaches and materials used in post-Soviet higher education institutions for the training of civil servants, it should be found that they are quite problematic and contain a number of disadvantages. The ideological component plays a significant role, in particular, the essential understanding of the concept of public servant and his competence [1].

In order to overcome them, it is clearly necessary to change the basic directions and tools for the organization of the educational process. Promising is the direction of European countries, which are characterized by the formation of a full-fledged mechanism of effective continuing vocational training, aimed at the permanent development of skills of a public servant. In turn, the application of special educational disciplines, aimed at improving the skills and knowledge of future civil servants, is inherent in higher educational institutions of the post-Soviet countries, as well as the introduction of a common system for evaluating their results. However, it must be accepted that such disciplines are outdated and do not correspond to a modernized society [2].

In addition, current curricula planned to educate civil servants lack the bases that influence their socialization and interaction with the public within their authority. These results are the result of a systematic analysis of the institutions of higher education that train future civil servants accordingly. An important direction for improving the educational process is, of course, paying attention to the assessment of the quality of the acquired qualifications of property entities of state administration and local self-government. This is due to the fact that the process of testing the level of knowledge is key and allows to determine the effectiveness of the approaches used by educational institutions [3].

It is also important to analyze the problem of the process of training of civil servants in the context of its full conformity, or vice versa, with fundamental humanistic principles as well as a person-centered approach. It is important to develop individual career development skills among future public authorities, but at the same time to pay great attention to the skills of work and interaction in the team. On this basis, it can be established that overcoming the current problems that exist in the institutions of higher education of the old generation, preparing future civil servants, depends more on an in-depth analysis, as well as the understanding and substantiation of its essential content, respectively, can vary in accordance with the established forms of its embodiment and reflect their judicious mix [4].

Thus, the main purpose of the article is to conduct an in-depth analysis of the mechanisms and means using higher educational institutions of the post-Soviet countries, during the extension of the educational process, in

particular the training of civil servants and, consequently, the identification of their problems and disadvantages. Accordingly, to achieve this goal, the article fulfilled a number of tasks. There are the essence of the concept of a civil servant was determined, the basic differences in the ideology of post-Soviet countries in relation to the subjects of state authorities were established, approaches were analyzed, which are priority during training, the experience of foreign countries is considered, perspective directions of improvement of the process of training of civil servants are formed [5; 6].

Materials and Methods

In order to study the disadvantages in the approaches and tools used by post-Soviet higher education institutions, various tools designed for research were used in the training of civil servants.

First of all, the functional approach should be noted, as it introduced the purpose and objectives of the work, as well as a plan for its implementation. In addition, on the basis of this approach, the study was divided into several stages, which allowed in-depth study of all features of the topic under consideration.

It should also focus on the fact that all methods and methodological approaches were interlinked, in particular through a systemic approach. Moreover, this tool made it possible to study each of the disadvantages in the approaches of post-Soviet higher educational institutions in which civil servants are trained.

The method of analysis and synthesis certainly played an important role in the work. In particular, the division of the study into separate elements, which occurred through the method of analysis, allowed to analyze each of them and determine its properties. In turn, the synthesis method combined them and allowed to determine their common properties and the relationship between them. Accordingly, as a result of this separation, and then combinations, the problematic aspects of the activities of higher education institutions were identified, their common features were considered and the main reasons for their appearance were identified. In addition, on the basis of this method, the necessary theoretical concepts were revealed, which in turn allowed to define the essential content of the studied topic.

No less important in the study was the method of comparison, in particular because it was based on the comparison of the main disadvantages of curricula and approaches. It also allowed to identify the main ways of overcoming such problematic aspects on the basis of comparison. And accordingly, the method of comparison has allowed to substantiate the need to change the approaches in the training activities of future civil servants to more effective and modernized.

As for the logical structure of the study, it is certainly based on the dialectical method. In particular, because the proceedings are thus revealed, namely from general to specific. The basic theoretical concepts and peculiarities of

the question under study were analyzed in general. In turn, in the second half of the article, the problem aspects were specifically considered, that is, the disadvantages that exist at the moment in the educational activities of universities of the post-Soviet countries, certainly in the context of the training of civil servants. And in the end, to analyze the obtained results and to form laconic conclusions, the method of generalization was used in the work.

As already mentioned, the study was carried out in three stages, namely:

1. In the first stage, a work plan was established and the main goal and tasks of the work were set out. Moreover, the theoretical component of the question, that is, the general aspects of it have been examined.

2. In the second stage, disadvantages and obstacles in the training of civil servants in the post-Soviet countries were specifically identified. In addition, the future-oriented recommendations to overcome them have been formulated.

3. At the end of the third stage, the results were examined and concise conclusions were drawn from them. Also, possible directions of future scientific works on this topic are considered.

Results

Research on the topic of public service is becoming increasingly popular among scientists. Thus, scientists actively consider in their writings also issues related to a certain type of training, that is, the training of civil servants. This increase in interest in this field of science is due to the active policy of modernization and European integration, pursued by the post-Soviet countries, in particular in the field of training of future personnel of state bodies. Thus, it must be accepted that these actions can be regarded as reforms of the entire educational system. In addition, at the moment in such countries as Ukraine, Kazakhstan, Latvia, Estonia is undergoing an active process of professionalization of the civil service, as well as local governments, which in turn also requires changes in curricula, institutions of higher education. It should be noted that in order to identify the main and acute problems currently existing in post-Soviet higher education institutions that train civil servants, it is necessary to take into account successful foreign experience and on the basis of comparison to find disadvantages [7].

It is therefore necessary to define the theoretical structure of the subject, in particular the essence and properties of the basic concepts, before analyzing the main curricula and approaches. First and foremost, it must be established that a holistic system of training of future public servants is a structural element of a large system of unified public administration. On this basis, it can be established that the revitalization and improvement of this public service system is a full source for changes in the program and plans aimed at training and professional skills of public servants [8].

In this case, the term public service can be disclosed as an interconnected system of state-legal and socio-economic institutions and organizational units aimed at fulfilling a certain number of state tasks and duties, in particular, through the proper exercise of their own powers by public officials, while clearly satisfying the public interest. Thus, the analysis of the above-mentioned system

should be based on a number of important indicators to highlight the problems and shortcomings which consequently reduce the level of efficiency of the educational process and negatively affect the knowledge and competence of future public servants. Accordingly, in order to carry out the study, it is also necessary to establish the essence of the concept of a civil servant. In particular, they include persons whose professional activity consists in the creation and implementation of management decisions, respectively occupy positions in State bodies, as well as institutions or their apparatus. An important feature of a public servant is that his actions are aimed at the proper exercise of the public functions and powers vested in him, and thus at satisfying the public interest rather than the private interest.

On this basis, it can be established that the reform of educational programs, according to which civil servants (public servants) are trained in higher educational institutions, are located in the post-Soviet countries, will allow to develop the whole system of personnel of state authorities and to bring them as close as possible to foreign, that is, European standards. Attention should also be paid to the fact that this improvement process should be based not only on the formation and implementation of new managerial actions and competencies, but also on a systematic analysis of the content and future directions of such changes. As a result of the solution of existing problems in curricula and approaches, it is necessary to be able to freely establish the connection between the theoretical and practical foundations of the educational process, in particular by involving students in active practical activities. The main goal of the process of identification of current disadvantages and their elimination is effective future acquisition of managerial skills and modernization, that is, the reform of the system should definitely focus on the end result.

As for the problems directly affecting the training process and the level of knowledge and competence of public servants, they are more provoked by the presence of irrelevant and therefore ineffective approaches, tools using higher education institutions, in particular the post-Soviet countries. That is why the study of other disadvantages should be based on such property as the modernity of the materials or mechanisms used. On this basis, it is possible to establish that a number of other problems, including the quality and level of independence of evaluation of the results of educational activities of students, approaches to teaching of educational information, identification of ways of communication between teachers and students, the form of conducting the educational process provoked to a greater extent by their incompatibility with the challenges of modern times and conditions related to civil servants [7].

Thus, by reforming and improving the entire structure and mechanism of training of public servants, it is necessary to understand the interrelated process, the aim of modernizing the functional and organizational aspects in the curricula and materials, on the basis of which students receive knowledge. This approach will allow to fully analyze the existing approaches and tools, that is, to determine their effectiveness and success in the context of the training process.

The distinguishing feature of this study is that the study of problems occurs within universities located in the post-

Soviet countries. Accordingly, they have specific features in the organization of state authority and the distribution of powers among the state apparatus. Accordingly, in addressing current problems, attention should be paid to the form of the state, in particular the form of government and the form of state structure. These properties will clearly affect the peculiarities characteristic of post-Soviet approaches to learning, especially within higher educational institutions [9].

The essence of highlighting the above disadvantages and accordingly making changes in educational programs is that the modernized approaches and materials will allow graduates to fully comply with the appropriate public challenges and leading trends connected with the government and higher education development. In addition, the disadvantages listed were identified through an analysis of contemporary national educational traditions, as well as a study of the balance between social, political, economic, spiritual, cultural, as well as the ethical aspects of important social transformations. In this way, the modernization of the educational programs in which public officials are trained will allow to some extent to introduce modern technologies and develop the skills of their use in future civil servants [10].

The priority of the choice of this approach is that the active use of innovative programs in training will allow individuals to use the updated knowledge in their future professional activities. In addition, the achievement of such a change is possible through the holistic integration of the entire curriculum with specific tools and approaches that are in line with world-class best practices. It should be noted that the current problems of higher education institutions can only be addressed through systemic changes. In addition, it should be noted that the elimination of shortcomings and obstacles specific to the organization of work of the state apparatus in the post-Soviet countries will certainly provoke a dynamic acceleration and improvement of the educational process. The progressivity of such actions will help to increase the level of evolutionary development of approaches to the concept of the civil servant and the public service. Thus, it can be established that it is important to decide to actively introduce to the curricula and approaches of modern world practices, which in turn should be in harmony with existing, in these countries, national traditions and values. It should also be noted that the solution of certain problems will allow to develop the current mechanism of professional training of civil servants to a higher level [11].

Discussion

By analyzing the general theoretical provisions, revealing the essence of the current disadvantages of the educational system, as well as substantiating the priority of possible changes, it is possible to study each of the problems more specifically and model a possible way of its solution. Consequently, it should be noted that all higher education institutions, which are state-run and are located in the post-Soviet countries, are based on a special approach to the organization of the educational process. Accordingly, this mechanism consists in the approval of a special plan for the staffing of the state apparatus, as well as normative and legal acts of the highest state authorities. It should be noted, however, that this mechanism is rather complicated, since

it requires the use of certain educational and vocational plans and regulations designed to train and retrain civil servants, which, in turn, are more inadequate to the necessary conditions, which puts forward modern society. An important element on which the educational process in the post-Soviet countries is based is its compliance with national standards, which have been adopted and defined accordingly for quite some time, which indicates their ineffectiveness. On this basis, it can be established that an in-depth analysis of the problems hindering the quality training of civil servants in higher education institutions should begin with the constitutional provisions, as they are the basis and source of a number of other disadvantages [12].

Thus, the current starting points and documents do not adequately meet the requirements of a modernized and innovative generation of skills and competencies that must be mastered by public servants. It can therefore be established that, in order to overcome this problem, it is necessary to completely change the basic documents and orders that set out the bases and procedures on which the training of future public servants should be based. This process is obviously extremely complex, as it requires changes in a number of legal acts, but it is the most important, because it depends on the effectiveness of all other reforms [13].

Special attention should be paid to this problem in higher education institutions of such countries as Armenia and Kazakhstan. Another equally important part of the educational environment is the system of organizational institutions providing training and retraining for civil servants, respectively. It should be noted, however, that this mechanism operates precisely through the use of instruments such as licensing and accreditation, in particular in the area of education such as "Public Administration". A negative feature for the post-Soviet countries is the quality and quantity of funding of educational programs. As already mentioned, the main part of post-Soviet higher education institutions is state-run, so the above process takes place at the expense of the state or local budget. In highly developed countries, this characteristic does not affect the level of financial provision of universities, but in countries such as Belarus, Armenia, Moldova it plays a significant role. Thus, it can be established that public educational institutions do not correspond to the appropriate level of modernization, which as a result affects the quality of the acquired skills and knowledge of students. In order to eliminate this shortcoming, it is necessary to modify the procedure of financial provision of higher education institutions, as well as to involve special sponsorship programs in the educational process [14].

Moreover, in examining the training of civil servants, it is necessary to accept that public authorities are an important part of the educational system. Their role in the training of students in this field is to supervise the training of future civil servants, not in the usual certification form, but in a special. It is revealed during a special meeting of students for practical exercises, within the limits of certain territorial bodies of state power or local self-government. On the basis of the above-mentioned general problems related to the entire post-Soviet area, it can be argued that the mechanism of preparation, as well as retraining and

advanced training of civil servants and local government officials is at a satisfactory level. Moreover, it should be noted that these shortcomings are common among a number of educational institutions, which indicates that they do not have special modernized tools and mechanisms.

If you study more local problems related to certain academic disciplines, then accordingly, they can be solved through the commonly mentioned problems. Accordingly, one of the most negative among them is the lack of consistency in the educational process and future practical activities of students. This aspect is reflected in the whole educational process, since it should be whole and structured, and the subjects are interconnected. In turn, now in the universities of a number of post-Soviet countries it is possible to observe differences in approaches to the definition of separate academic disciplines. In particular, the existence of educational areas such as public administration and management of public affairs, as well as a number of others, is an example of this problem. At the same time, it should be confirmed that there are currently about 10 such disciplines in countries such as Uzbekistan, which in turn are somewhat contradictory to each other, and accordingly are not harmonized with the general and priority education professional program "Public Administration" [15].

On the basis of this problem, it can be observed that it is necessary to modify and upgrade the initial methodical materials and tools. However, it is necessary to pay special attention to the awareness of the goal of such a reform, that is, to define a plan of improvement and take into account not only changes that will affect the educational process, but also students, that is, future civil servants. Thus, innovations must contain a certain and reasonable list of the necessary knowledge, skills and skills that will be acquired by the subject as a result of undergoing a modernized educational and professional program.

Equally important issues relating specifically to learning outcomes and thus to the quality of the knowledge and skills acquired are those more related to the human factor. The increased danger and negative impact of this shortcoming is that it directly affects the effectiveness and success of public policy in any area [16-18]. In addition, this problem provokes a number of other necessary innovations and changes, including a dynamic increase in the level of personnel professionalism, that is, the ability of civil servants at a high level to implement public policy, as well as provoke a change in the course of development of the state to the European. Moreover, it can be argued that parallel to this problem, the universities are increasingly faced with questions on the implementation of appropriate educational and professional training of civil servants, respectively, on the basis of universally recognized as well as special requirements, which in turn are submitted to higher education institutions on the basis of the established and expanded European standards [14; 19; 20].

In addition, it is necessary to pay attention to the fact that another rather important problem, especially for higher education institutions in Ukraine, is a poor-quality separation of specialties and educational and qualification programs. Thus, it is not necessary to categorize the above-mentioned elements into categories of posts, but, of course,

into certain posts of civil servants as well as specific officials of local self-government. It should be noted that this process should be more thorough and based on the personal qualities of students [21].

In addition, an analysis of current educational and professional programs shows that they need to be legitimized to a certain extent. Such an approach to the educational process is mandatory for the profession of civil servant, since the teaching materials must be standard and meet certain requirements. This condition is required for the normative part of certain educational, professional and professional curricula. On this basis, it can be established that the development and implementation of a specific legitimization procedure is a priority for development and thus for overcoming the current problems of higher education institutions. Thus, as a result of its implementation, it should be a mandatory element in the unified educational system, training of civil servants [22; 23].

When analyzing the process of modernization and accordingly development of both curricula and methodological support, attention should be paid to the fact that it should be modeled and have a clear target orientation. Making the necessary changes is a rather complex process, as it requires the modification not only of local documents and relevant plans, but also of generally binding normative and legal acts with strong legal force [24]. Thus, the reform should relate to the content of the above-mentioned elements, as well as to a coherent, interrelated system of training, retraining and advanced training of civil servants. It is this approach that will make it possible to fully modernize the entire national educational system, which, as a result, will combine the educational activities of students with professional employment, in a single mechanism of continuous training of civil servants [25; 26].

In addition, it should be noted that the solution of certain problems in the study should be based on changes in the national educational system of training civil servants and, accordingly, aim at strengthening the principles of manageability of the entire structure of State and local government bodies. On this basis, the modification should test not only the educational system, but also the mechanism of interaction and communication of the activities of all higher educational institutions located in the countries of the post-Soviet Union and, accordingly, implementing educational activities, of course in the context of public service. At the same time, it is necessary to take into account the departmental types, in particular, concerning the distribution of the branches of power, as well as the organization of the activities of their organs and the allocation of levels [27; 28].

Consequently, it can be established that the current state of development of higher education institutions in the post-Soviet countries is insufficient, which as a result fully affects the level of competence of civil servants. The main problem, however, was the separation of the training of certain categories and posts. Since this process as rule belongs to the competence of various educational institutions, which as a result provokes a number of problems in the future educational activities of students [29].

The establishment of special subordinate authorities to oversee the reform of curricula and materials for public officials is a decisive step towards the implementation of general education reform [30]. In addition, such an approach would make it possible to identify in a timely manner the disadvantages that may arise in the future professional activities of civil servants and local government officials. An important process of modernization of the educational system is also the organization of periodic close monitoring of the competence and level of skills of the state apparatus [31; 32]. This stage is very important because it will allow to identify the issues that need to be introduced into the curriculum and accordingly explain to students.

Thus, it can be established that, as a result of the implementation of the proposed changes, the level of effectiveness of the educational process, as well as the quality of teaching materials, will increase. In addition, it should be noted that after overcoming the problems identified in the work, educational approaches and, accordingly, tools for the implementation of training activities should be changed. Most importantly, as a result of the reform of the education sector, the ways of organization of state power will be improved to a certain extent, since the state apparatus will be somewhat retooled as in theory, as well as in practical terms by raising the level of knowledge and competence of direct civil servants, as well as engaging in professional activities of innovative programs and technologies [33].

Conclusions

In the result of the study, it was determined that the current state of teaching and methodological tools and approaches in post-Soviet higher educational institutions is unsatisfactory. Consequently, there are a number of problems that are both general and local, indicating an extremely negative impact of individual disadvantages on the educational system. Thus, the article analyzes general educational problems at the highest level, which respectively provoke a number of other contradictions.

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Among them, it is possible to highlight those disadvantages that are contained in general legal acts, that is, standards or orders of special state bodies.

With regard to local problems, they were to some extent due to the specific form of the state, as well as to the type of the higher educational institutions. Accordingly, in some of them the way of financing the educational activities of students, as well as the distribution of specialties and qualification programs plays an important role. By systematically researching each of them, it is possible to unequivocally assure that the provoked given problems by their incompatibility with modern requirements, which are required not only for the training process, but also for civil servants. Accordingly, modernization of the entire educational environment is undoubtedly a necessary condition for increasing the effectiveness of the implementation of educational and professional training of students. This applies not only to specific training plans and tools, but also to the approach and understanding of the concept of the civil servant, his essence and role in society.

Thus, the implementation of the solutions established in the study will allow to fully improve the quality of knowledge and skills of students, which will eventually affect the activities of public authorities. It should be noted, however, that this topic is sufficiently debated and should be further considered, in particular in the context of the analysis of the latest programs and technologies for retraining and advanced training of civil servants and local government officials, including in remote format.

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Conflict of Interest

None.

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Проблеми підготовки державних службовців у пострадянських вищих навчальних закладах

Євгеній Бородін

Національний технічний університет "Дніпровська політехніка"
49005, проспект Дмитра Яворницького, 19, Дніпро, Україна

Тетяна Тарасенко

Національний технічний університет "Дніпровська політехніка"
49005, проспект Дмитра Яворницького, 19, Дніпро, Україна

Наталія Сорокіна

Національний технічний університет "Дніпровська політехніка"
49005, проспект Дмитра Яворницького, 19, Дніпро, Україна

Наталія Волкова

Дніпровська академія неперервної освіти
49000, вул. Володимира Антоновича, 70, Дніпро, Україна

Андрій Лимар

Національний технічний університет "Дніпровська політехніка"
49005, проспект Дмитра Яворницького, 19, Дніпро, Україна

Анотація

Актуальність. Дослідження проблемних аспектів у процесі підготовки державних службовців на пострадянському просторі є надзвичайно актуальним на сьогоднішній день. Це, безумовно, пов'язано з активною політикою перепідготовки кадрів відповідно до європейських підходів. Таким чином, дослідження проблем, які наразі перешкоджають ефективному навчанню державних службовців, дасть можливість знайти шляхи їх вирішення та вдосконалення.

Мета. Метою роботи є аналіз основних підходів та інструментів, які використовуються пострадянськими вищими навчальними закладами в процесі підготовки державних службовців.

Методологія. У статті використано різні науково-методичні засоби, серед яких функціональний і системний підходи, а також метод аналізу і синтезу, порівняння, дедукції, узагальнення.

Результати. У результаті дослідження було розкрито як теоретичну, так і практичну частину питання. Відповідно, у першій частині роботи було визначено сутнісний зміст основних понять і термінів, пов'язаних з досліджуваною темою, а також розкрито їх особливості та характерні риси. Крім того, більш детально розглянуто методи та підходи, що лежать в основі навчання державних службовців у пострадянських країнах, та відповідно визначено їх основні недоліки.

Висновки. Практична цінність роботи полягає в тому, що вона може бути використана як методичний матеріал для вищих навчальних закладів, а також для особистісного розвитку окремих працівників освіти. Перспективним напрямом подальших досліджень є розгляд сучасних програм, у тому числі дистанційних, для підвищення професійної компетентності державних службовців та виявлення їх основних недоліків.

Ключові слова: навчальний процес; державна служба; слухачі; державна служба; модернізація системи професійного навчання державних службовців; інноваційні технології навчання.