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SECTION 5. ECONOMY AND MANAGEMENT OF STATE GRATITUDE

5.1 Professional training of civil servants: development, functions and principles

Considering the system of professional training of civil servants, it should be noted that the main purpose of this system is to increase the level of professionalism and competence of staff, ensure their continuing education, proper staffing of executive bodies and local governments, increase their efficiency, i.e. ensure the reliability of public administration [149-151].

The experience gained by mankind over the years of its existence is constantly enriched and disseminated, developing a system of training and retraining by intensifying training, introduction of its optimal technologies, system and information content of training content.

Therefore, in order to be a professional, you need to enrich and develop your knowledge, skills, abilities, and master the best experience. Professional activity is associated with a certain isolation of professionals in the circle of professional interests. Such isolation is natural in all spheres of human activity, which creates a certain limitation of personality development. The purpose of education is its comprehensive and harmonious development. This moves the system of training and retraining of civil servants in the direction of enriching their general culture, professional abilities and interests.

The above contradictions in the training of civil servants are the driving forces of its development, which improves the links between phenomena and processes that characterize the state of the system. Such links include:

- the dependence of the education system of civil servants on a set of objective and subjective factors of change in the socio-economic environment;
- enrichment in the process of teaching general cultural, professional and functional components of the overall culture of the specialist;
- improving the quality of education with active self-education, self-improvement of civil servants;

- dependence of educational efficiency on expediently organized educational process;

- dependence of the content of education on public-state and individual educational needs.

Taking into account the links between the development of the civil service training system opens the way to optimize the management of this system [152].

The professional activity of a civil servant presupposes not only the availability of training in the field of public administration, but also awareness in the fields of science, culture, socio-political life, and the formation of a broad worldview. Therefore, the general cultural level of a civil servant is the basis on which his professional activity unfolds, the development of which contributes to raising the general cultural level of a civil servant [153].

The professional development of a civil servant is aimed at improving his professionalism and functional activity, and the general culture and education become the key to the effective performance of official duties.

Thus, the system of training of civil servants, as well as the system of their professional development, has general cultural, professional qualification and functional components that are interconnected. The structure of the system of training of civil servants is determined by its elements, purpose of functioning and functions that it performs. Function is a special way of operating this system. The subject of the function indicates the aspects, aspects, manifestations of the system of advanced training of civil servants, and the content of the functions reproduces the nature of managerial influence. The method of implementing the function reveals the possibility of preserving or transforming the relationships inherent in it. According to the content, nature and scope of influence, the functions are divided into general and specific. In the system of professional training of civil servants there are both general (planning, organization, regulation, staffing and control) functions, and specific. Specific functions can be divided into external and internal.

External functions affect the development of the system of training and retraining of civil servants indirectly. They determine the role and place of this system in society, characterize the links with other systems. These include:

- socio-economic function, which is to meet the needs of the state in highly qualified personnel, creating conditions for deepening the knowledge, skills and abilities of the specialist;

- adaptive function - acts as a means of adaptation of civil servants to rapid socio-political and economic changes, living conditions, etc.;

- prediction function - determines the need for advanced nature of education and provides a combination of results of socio-economic, scientific and technical, cultural and aesthetic, socio-political forecasting with forecasts in the field of public administration and education;

- coordination function - provides a rational combination of activities and comprehensive harmonious development of personality;

- organizing function - is to organize training, determine the timing and forms of training, control over its quality;

- production function - is the processing and accumulation of information, its adaptation to practical use and relates to public administration, civil service and civil servant activities;

- propaganda function - is implemented in the content of education, preparation of textbooks, teaching materials, etc.;

- experimental research function - is to organize and conduct research and experimental work, study of domestic and foreign experience of public administration and civil service. It covers research work on the application of forms, methods and content of training in practice;

- personnel function - aims at the selection and placement of teachers and methodological staff. It provides for the constant growth of scientific, methodological, pedagogical and general cultural level of the teaching staff of educational institutions, involvement in the educational process of statesmen and politicians, leading scientists, experienced practitioners, creating conditions for their work.

Internal functions of the system of professional training of civil servants are functions that directly affect the individual. They reveal the role of the system in the comprehensive development of the specialist, which includes professional, educational, cultural and spiritual components. Internal functions include:

- adaptive - refers to the adaptation of a civil servant to his profession, new position, etc., gaining and enriching practical experience;
- compensatory - aimed at reproducing forgotten knowledge, expanding and updating knowledge within the education of a specialist;
- analytical - is to study and summarize the experience of professional activity of civil servants;
- transformative - is reduced to the transformation in the psychology of civil servants of outdated views and stereotypes of actions that prevent a change in thinking style in accordance with the theory and modern practice of management;
- developing - is the comprehensive harmonious development of civil servants;
- predictive - is to form the skills of a specialist to predict the results of their work, plan their activities, determine its goals and objectives, make optimal decisions;
- communicative - develops communicative properties and skills of a civil servant, promotes his self-education and self-improvement;
- incentive - increases the interest of civil servants in improving their skills, encourages them to education, development and improvement of professional skills.

All the functions of the vocational training system are closely interconnected, which can be traced not only within the groups of functions, but also between external and internal functions. External functions acquire their meaning due to internal, and vice versa, the implementation of internal due to external functions.

The system of professional training of civil servants is based on certain scientific principles. Finding out the principles of organization and functioning of this system is one of the important areas of research. Scientists distinguish the following organizational principles:

- the principle of systematization, which is that the system of training and retraining of civil servants is considered as a set of interrelated elements. According to him, the goals, objectives, principles and methods of teaching cannot be considered in isolation. This principle coordinates the interaction of the components of the educational process;
- principle of functionality implies the presence of a set of functions necessary for the functioning of the system;

- the principle of unity determines the combination of all areas of personal development and indicates the dependence of the development of the specialist on the influence of state and public organizations;

- the principle of differentiation provides a differentiated approach to improving the structure, content, forms and methods of training, as well as determines the dependence of training on the status of public bodies, positions of civil servants, their level of education and training, civil service, etc.;

- the principle of obligatoryness consists in normative fixing of obligatory increase by civil servants of a professional level;

- the principle of continuity provides for the consideration of training as a continuous process, organically connected with the professional development and career advancement of a civil servant;

- the principle of advanced nature of education means that education must not only meet modern socio-state and individual educational needs, but also be advanced in content and take into account the high dynamism of social processes;

- the principle of planning is based on a systematic analysis of the composition of civil servants and the study of the training needs of public authorities and their specialists. It provides for the development of training plans for civil servants, drawing up training and thematic plans and training programs, planning the educational process;

- the principle of mutual rights, duties and responsibilities of civil servants, state bodies in the field of advanced training establishes the obligation of civil servants to maintain their level of qualification, and state bodies - to plan, organize and control the training of civil servants. Measures of disciplinary responsibility are applied both to the civil servants who refuse advanced training, and to heads of the state bodies which do not provide advanced training of the subordinates;

- the principle of legal consequences for trained persons is manifested in the relationship between training results and promotion, which may consist of appointment to a higher position, early assignment of the next rank, increase in allowances to the salary of a civil servant;

- the principle of ensuring the quality and efficiency of education provides a high level of quality training and retraining of civil servants, a rational ratio of forms and

types of education, providing qualified scientific and pedagogical staff, methodological and information-analytical literature;

- the principle of continuity makes it possible to link the previous training and experience of the specialist with its further development in the learning process. It affects the content, forms and methods of teaching, based on the amount of knowledge, skills and abilities already possessed by the specialist;

- the principle of consistency is a rational structuring of the content of training, construction of training of experts according to their individual features and needs. This principle is important for the educational activities of students, the development of the necessary personality traits and qualities;

- the principle of scientificity requires relying on new achievements of science and practice, building the educational process on a scientific basis, the introduction into practice of new technologies and the use of technical teaching aids;

- the principle of providing a humanistic, democratic approach requires the development of intellectual and moral potential of students, comprehensive democratization of the educational process with their active participation;

- the principle of inseparable connection of theory and practice of state bodies allows civil servants on the basis of thorough theoretical training to navigate in complex, contradictory events of public life, analyze and assess the situation, focus on economic development, economic reforms, social stabilization of society;

- the principle of decentralization provides for a combination of mandatory and planned training of civil servants with the right of public authorities to choose the subject, content, forms, methods of training;

- the principle of taking into account domestic and foreign experience in training civil servants makes it possible to reveal the heredity of state and legal relations, understand development trends, solve modern problems of development of training and retraining of civil servants, taking into account previous experience.

In addition to the general principles of organization and functioning of the system of professional training of civil servants, there are androgynous principles of training, which include:

- principle of taking into account individual experience and development of individual educational needs;

- the principle of level-qualification differentiation is that the purpose, tasks, content, forms and methods of training should be differentiated according to the interests, needs, knowledge and experience of civil servants. It makes it possible to most fully meet the individual educational needs of students;

- principle of age approach. This principle requires consideration when determining the purpose, content, forms and methods of teaching the age qualification of students, as well as the organization of the educational process, when outside intervention is replaced by introspection, self-awareness and self-control;

- the principle of freedom of choice allows choice in the educational process and includes freedom of choice regarding the purpose, content, forms, methods, means of organization and implementation of training, and does not narrow the variability of curricula;

- the principle of problem-situational organization of training requires the construction of training not on the subject, but on the problem and situational features. What is important for a specialist is not the discipline being studied, but its role in solving professional problems and life problems;

- the principle of stimulating self-education and independence in learning helps the specialist to follow the path of self-development, independent acquisition of new knowledge and their use in professional activities. The central figure in learning is not the teacher, but the listener, who assesses the importance of learning. This principle is realized through the forms and methods of teaching, evaluation of the results of the educational process;

- the principle of joint activity in the learning process is to change the role of the teacher, who becomes an assistant. Together with the student, the teacher determines the content of training, plans and manages the learning process to facilitate the assimilation of the material;

- the principle of development of creative potential and moral and educational sphere of personality provides stimulation of intellectual activity of listeners, development of emotional, moral and volitional sphere of personality;

- the principle of taking into account life and job prospects makes it possible to specify the purpose of training, to harmonize the content, forms and methods of training with the general needs of the individual, the prospects for professional growth. It is quite natural for a person to strive to achieve the highest results in his work, to receive the recognition of colleagues, to hold a higher position, to have the prospect of promotion;

- the principle of updating learning outcomes implies the mandatory application of acquired knowledge, skills and abilities in practice. This method involves a variety of forms and methods of teaching.

The organizational and androgynous principles of the organization and functioning of the system of professional training of civil servants are closely interrelated. Partly they correlate, partly develop each other [154-156].

In conclusion, it can be argued that the system of professional training of civil servants has general cultural, professional and functional components that are interrelated. The general cultural component contains a set of individual qualities necessary for the performance of professional duties; professional qualification - provides for the need to master a common set of knowledge, skills and abilities for all civil servants; functional - involves a set of first and second properties required to perform specific tasks in everyday activities.

The system of professional training of civil servants performs general and specific functions. Common functions include: planning, organization, regulation, staffing and control. Specific functions can be divided into interdependent external (determine the role and place of this system in the system of public relations) and internal (directly related to the development of professional qualities of civil servants).