

# **FEATURES OF THE COMPETENCY APPROACH FOR PUBLIC SERVANTS TRAINING**

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**Abstract:** The public service is an apparatus whose activity is aimed at fulfilling the tasks and functions of the state. The Law of Ukraine “On public service” says that the public service in Ukraine is a professional activity of people who hold positions in government bodies and apparatus for the practical implementation of tasks and functions of the state and receive wages from public funds. These persons are called public servants, and also have certain official powers.

The effective functioning of the public service is inextricably linked with the process of selection and training, placement, retraining, education, evaluation and usage of personnel. Personnel work is a means of implementing personnel policy.

Personnel work, according to Laski, Harold. (2007) should always be performed in five contexts that are parts of the overall system, although they can be explored separately. These are the following contexts:

- 1) political - each country has its own political system, which constructs the specific socio-political conditions for personnel work;
- 2) socio-economic - access to getting the education, choice of profession, the right to work, receiving medical care and social protection;
- 3) geographical - all personnel work, as a rule, is concentrated within certain territorial and administrative borders;
- 4) cultural - traditions, mentality, customs, beliefs;
- 5) spiritual - social values and religious beliefs.

**Keywords:** Civil servants, competency approach, training of civil servants, skills development, forms of training

## **I. Introduction**

Work with personnel is a multilateral phenomenon, in connection with which, in its implementation, according to Martinović, Aleksandar. (2017), it should be taken into account both external relations between the components of this system, as well as internal ones. External relations of the personnel work system with other areas of management must be taken into account when considering such problems as: the interaction of the society interests and the needs of the individual, Bonar, Scott. (2020); the search for leading personnel and the formation of the apparatus of public administration in direct accordance with certain managerial functions; the growth of the efficiency of complex socio-technical systems (organizations, enterprises, institutions, etc.) and the scientific organization of labor, Chuen, David. (2018).

According to Zhang, Lan. (2017) it is necessary to take into account and analyze internal relationships when composing professiograms, evaluating, selecting, and arranging personnel, identifying personnel requirements, determining the level of competence, content and forms of professional training, etc.

The improvement and formation of work with personnel is closely correlated with the growth of the effectiveness of the public administration system as a whole Still, Gerald. (1987). Due to the fact that the development of this management system is based on a combination of three main approaches: national, territorial and sectorial, the formation of a unified work state system with personnel for the civil service, in our opinion, should be carried out in an appropriate way, taking into account the impact on it of various territorial and sectorial moments Olivier de Sardan, Jean-Pierre. (2013).

One of the most priority areas of socio-economic development of Ukraine is an improvement of skills development system, training and retraining for public servants.

The training system for public servants is designed to solve the following problems Kohanovskaya, I. (2020):

- 1) Training of a civil servant in order to obtain by trainee of a certain qualification level a bachelor or master in a specialty related to practical activities in local government or state authorities. At the same time, the training of a civil servant means the training of a person who is already in the civil service, and as well as who just wants to enter this service.
- 2) Retraining of a civil servant is training with the aim of obtaining a certain qualification level in another specialty or specialization related to practical activities in local government or state authorities.
- 3) Skills development of a civil servant is a training process aimed at improving the level of education, which is necessary for certain positions.

## **II. Methods**

During writing this work, the analytical method was being used, which allowed us to study the problems that had been touched in this article (in their unity, interconnection, and development). Taking into account the goals and objectives of the current study, also structural-functional as well as systematic research methods were used. This, in its turn, had given us the opportunity to explore a number of problems in the training and retraining of civil servants in Ukraine.

## **III. Results**

One of the most priorities of the civil servants training system is the creation of new curricula based on their intended purpose, tasks and functions of local and public authorities Nadezhdenko, A. & Orobchenko, D. & Nadezhdenko, V. (2019). Updating the content of professional training for civil servants should take place continuously, in accordance with the needs of society and the socio-economic situation in the country, wherein not only the state's needs for highly qualified personnel should be taken into attention, but also the personal needs of civil servants Buyanov, V. (2016).

The leading criterion for the bachelor or master preparedness in public administration area is his competency Kingston, Ralph. (2012). If the “qualification” of a specialist, which was used earlier, implied the existence of a functional correspondence between the specifics of the workplace and the learning aims, and the learning training consisted in the assimilation by students of a certain standard set of knowledge, abilities and skills, then “competency” provides for the formation of orientation skills in various difficult and unpredictable working situations, to have ideas about the results of their activities, and also to be social responsible for them.

According to Batts, Ulrich. (2013), Kohanovskaya, I .. (2020), the competency approach is based on the construction of the educational process on the basis of the planned learning result: the curriculum or course already initially includes comparable and distinct criteria for describing all knowledge that students will have had and could do by graduation.

Precisely the competence approach to the education is directly related to the thesis of comprehensive breeding and training of the student, not only as a specialist, master in his kind of activity, but also as an individual and a member of society, and exactly such approach can be called humanitarian one Suleimenova, Gulimzhan. (2015). The main goal of humanitarian education is not only giving a set of abilities, knowledge and skills in a certain area to the learner, but also breeding of horizons, ability to nonstandard solutions, self-education, and the formation of humanistic values Chetverikova, N. & Kolmykova, M. .. (2019 ) All these determine the specificity of the competency approach in training managers for public administration.

At the same time, in the specialized literature, the question is still not well studied how the competency approach in training of a public servant should differ, for example, from the competency approach in training, for instance, of a sales manager for work in a commercial enterprise. At first glance, there is much in common, a public servant offers the services that the state provides, and a sales manager offers the services that his company provides.

#### **IV. Discussion**

To explore this issue, let us see how competent approach is understood by various researchers.

According to Nadezhdenko, A. & Orobchenko, D. & Nadezhdenko, V. (2019), the competency approach is an attempt to bring the education system in line with the needs of the labor market, is a method that focuses on the result of education, moreover, the result is taken as the basis of not the amount of learned information, but of the person’s ability to make decisions in various situations. According to Yuliantini, Tine & Sihombing, Lukertina & Kurniawan, Deden. (2020), Demmke, Christoph (2020) a competency approach is a numerous of general norms for determining learning objectives, selecting the essence and organization of the learning process, as well as evaluating of educational results. These norms include the following:

- The leading goal of education consists in development among students the ability to make decisions independently in various types and areas of practical activity, based on the exploitation of social experience, an important component of which is precisely the students' own experience.
- The content of education is based on didactically adapted experience in solving typical cognitive, worldview, moral, political and other related problems.
- The cornerstone in the learning process is the creation of conditions for the effective formation of the student’s skills to solve problems of a communicative, cognitive, moral, and organizational direction independently, taking into account the chosen specialty.
- Monitoring of the results that have been achieved in training, is based on the research of the education levels that students have achieved at a particular stage of training.

The competency approach is not equivalent to the educational-oriented one, but represents the acquired experience in solving various kinds of life problems, competencies, and the implementation of social roles of key and professional functions.

According to Martyniuk, D. (2019), significant elements of a competency approach to education are:

- the basis of modern notions about the competency approach is the ideas of personal and general development, which found their expression in the content of psychological and pedagogical doctrines of personality-oriented and developing education; in this regard, competencies are considered not only as traditional knowledge, but also as various kinds of generalized skills such as communicative, intellectual, methodological, ideological and others;

- the categorical basis of the competency approach is directly related to the idea of “goal-content” and the targeting of the learning process, in which competencies determine the highest, generalized level of skills and abilities of the student, and the content of education is formed in the form of a four-component model of the education content (skills, knowledge, experience of valuable relationship and experience of creative activity);
- the basis of the competency approach is put on two fundamental basic concepts: competency (numerous of interconnected personality traits projected in relation to a specific range of processes and objects) and competence (the possession of specific competence by a person);
- educational competency is interpreted as a numerous of semantic orientations, abilities, knowledge, acquired skills and experience of the student in relation to a specific list of objects of reality that are needed to perform personally and socially significant productive actions;
- the demarcation of educational competencies into key ones (embodied as meta-subject entities that are common to all essence's subjects); general subjects (that implement on the content, which is integratived for numerous subjects that belong to the educational area); subjects (that arise within the frames of separate subjects);

According to Singaravelloo, Kuppusamy & Abdul, Muzalwana & Mohd Kamil, Nurul Liyana & lu, yong & Abdullah, Nurhidayah & Mansor, Norma & Ating, Rashid. (2020). - competence is a triad of “knowledge, skills, abilities” and works as a connecting element between its components:

- competence in the broader sense of this word can be determined as in-depth knowledge of the subject or skills, acquired through it;
- competence implies the constant acquiring of new knowledge, the usage of new information for effectively solving professional problems in certain conditions and at certain time;
- competence includes, along with the content (knowledge), also procedural (skill).

According to Kotliar, L.I. (2020), the introduction of the “competency” concept in the educational process will give the opportunity to solve problems in such way that the students, having mastered a certain set of theoretical knowledge, feel significant difficulties in their application in solving specific problems or problem situations. Educational competence involves not only the assimilation by students of separate skills and knowledge, but mastering by them of the whole complex procedure, in which a certain numerous of educational components is aligned with each emphasized direction.

A peculiarity of pedagogical tasks for improvement competencies is that they arise not in the form of actions of a teacher, but from the point of view of the student’s activities results, it means its development and advancement in the process of assimilation of a certain life and social experience.

In our opinion, in order to use the competency approach, a certain model of the formation of professional and general competencies, which includes procedural, substantive, and effective units, should be developed.

The process unit should be aimed at the implementation of the educational process which is aimed at forming students' competencies, at putting into practice principles, pedagogical conditions and application for various technological methods in studying, internal and external factors that ensure the achievement of the intended result. It is necessary to create an “active” component and provide forms and methods for controlling its components. The most priority method of converting theoretical knowledge into practical skills is practice. The implementation of professional tasks in practice should be envisaged for throughout the whole training of students.

The content unit must contain:

- a list of requirements for qualifications of a specialist (including from the employer), namely the requirements for a list of knowledge, skills and abilities;
- determination of the consist, structure and qualities of competencies;
- writing curricula and plans;
- definition of technologies for the competencies formation;
- development of a system for controlling the educational process and the level of formation of students' competencies.

The selection and gathering of educational material should be carried out, based on the analysis of varieties of professional activity, each of which is concretized through operations and actions of a specialist. The baggage of theoretical knowledge should be ranked based on the results of a detailed analysis and description of all components of the activity and the allocation of the basic components of those skills, knowledge and abilities in the specialty, in the subjects of the professional training cycle, in the organization and content of student's practical activities. Then correcting and clarification of work, training programs and plans should be done there.

The process of formation students' professional competence should include the determination of conditions, principles, factors, technologies, approaches that give the opportunity to determine, concretize and correlate the requirements for qualification characteristics, educational standards, components of professional activity, its main types, professionally significant qualities, important personal qualities, inclinations, interests, as well as the abilities of specialists. Besides, technologies for controlling the development of various components of the students' professional competence should be created.

The productive unit should include the implementation of controlling the dynamics in students' professional competence education. For this, it is necessary to develop and define criteria for all necessary types of competencies, indicators in the generalized structure of professional activity and introduce the competence levels of students that are formed during the training course.

According to the analysis of Klopova, Olga. (2017) the provision of administrative services to the population often has a number of disadvantages:

- 1) Administrative services are provided without proper counseling and lack of information on the issues of services that are provided.
- 2) Often public servants require the provision of additional documents for the providing of administrative services that are not foreseen under current law.
- 3) Public servants require coordinating documents independently at other state authorities and local authorities.
- 4) The inability to receive administrative services in one visit.
- 5) The availability of other offers to receive administrative services through various intermediaries (public organizations, commercial enterprises, law firms, as well as charitable foundations).
- 6) The provision of administrative services to citizens in "turbo mode", for additional payments.

In our opinion, the implementation of the competency approach will make it possible to resolve the contradictions between the requirements for the quality of education on the part of the state, society, the employer, and the results of his training.

## **V. Conclusions**

In our opinion, the main occurrence of all kinds of shortcomings in the professional training of civil servants is a lower level of wages in the public service than in private firms. As a result of this, the level of education of public servants and their desire for self-education for career growth as a rule is lower than that of employees of private enterprises. At the same time, society requires that administrative services will be cheap and affordable, and the rules for these services provision should be standardized regardless of the place and time of their provision.

In this regard, in our opinion, the competency approach to training a lower-level civil servant should be different from the competency approach to training an employee for commercial enterprises.

The process of providing public services, in our opinion, should resemble the work of a conveyor, on which public servants play the role of workers performing the same operations constantly, but the process of performing these operations is come into perfection.

During public servants training, much more attention should be paid to solving cases, which are related to the provision of standard administrative services. Future public servants should be able to carry out standard practical tasks at the level of automatism, and to involve specialists in a certain field to solve non-standard tasks, for example, lawyers.

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