

PROFESSIONAL CULTURE OF CIVIL SERVANTS - A PREMISE FOR A MODERN PUBLIC ADMINISTRATION

[https://doi.org/10.52327/1813-8489.2021.1\(109\).17](https://doi.org/10.52327/1813-8489.2021.1(109).17)

CZU: 35.08:005

Ion DULSCHI,
PhD, associate professor,
Academy of Public Administration

SUMMARY

In this article, we address the issue of professional culture of civil servants and the role of universities in their training and professional development. The contradictions underlying the issue, the essence and content of professional culture are addressed; proposals are made on the tools for training the professional culture of future civil servants in university study programs.

Keywords: *public administration, professional culture, civil servants, competence.*

The key issue of modern public administration is its orientation towards people and ensuring the provision of quality services. The recruitment system for civil servants in most countries is based on the principle of professionalism and skills. This principle comes to ensure the completion of the staff of public authority officials with persons holding the act of higher education in the field of competence of that public authority. In addition to the study certificate, the candidate for the public position declared vacant, will also satisfy some requirements related to the possession of language and operating skills with some programs in the field of information technologies [4].

The current system of professional training of civil servants is not based on a complex systemic vision. In the process of his professional training, the future civil servant goes through two types of distinct and separate training programs.

We will exemplify this through professional training programs organized by pedagogical universities. Within the faculties, the studies are focused on the train-

ing of specialists in the fields in which they will work in pre-university education institutions as teachers of: history, geography, mathematics, biology, chemistry, etc. They can be very good and talented pedagogues, specialists in the field of education but they do not have an integral vision of the educational system at national level and its interaction with other social system. They do not have the knowledge and skills to organize and administer the educational system in central and local public authorities.

The proposed algorithm, as an example, is also valid for other fields of professional training, according to the specialized programs of engineers, economists, doctors, lawyers. They can be very good specialists in the fields of professional training but lack the managerial skills necessary to manage tasks at system level.

The graduates of public administration programs are called to cover the need of specialists in fields within the public administration bodies. The respective programs come to form general competences regarding the organization and function-

ing of the administrative systems, personnel management, strategic planning, post-ante analysis, in the future specialists etc. Although these programs are more appropriate to the requirements of the functioning of the administrative system, they do not perform the task of training skills in areas of social responsibility.

Therefore, we note that ensuring the administrative system with officials trained according to a complex vision is not only a theoretical problem, but also a practical one.

One of the central problems of the public administration and of the system of professional training of civil servants is the problem of increasing their level of professional culture. The relevance of this issue comes from the need to resolve the contradictions between the new requirements for the professional activity of the civil servant as a full personality; the subject of the educational process, capable of professional and personal self-determination, and self-development in the world of culture, design and implementation of systems and technologies; culturally appropriate humanistic-oriented managers and the real level of professional culture of the civil servant, his willingness to solve modern problems of public administration.

Based on our own observations and studying the given issue and the experience of different universities, we identify the following contradictions:

First, there is a contradiction between the real level of the professional culture of a civil servant and the modern requirements for his personality. Thus many civil servants are characterized by an insufficiently high level of theoretical training, underdevelopment of professionally significant qualities of the civil servant's personality, lack of development of general managerial skills, lack of experience in in field-specific managerial activity, skills in

analyzing the administrative situation, civic position and the ability to make appropriate decisions. They are dominated by stereotypes in solving managerial problems; possess passive managerial position, and no lack the perception of the need for self-education, self-development, etc.

This testifies to the insufficient training of the bases of the professional culture of the civil servant, which aggravates the need to look for ways to train, develop and manage it from the point of view of the sociology of public management.

Secondly, the need to improve the professional culture of the civil servant is objectively determined by the modern requirements for the level of general education and special training of civil servants. A change in general educational paradigms, involving a transition from forms of mass reproduction and teaching methods to individual creative ones, is desirable. Thus the training of future civil servants, who are required by the administrative system and society, would have a relatively short period of adaptation to enter their professional activity.

The current situation in public administration and the insufficient level of professionalism of civil servants, has led to a contradiction between the requirements imposed by society on the level of service to the population in the new socio-economic conditions, and the level of professional culture of the civil servants providing those services.

The solution to this problem should also aim at bridging the gap between a humane professional civil servant and a citizen, synthesizing personal position, the system of ethical values and knowledge, skills and professional skills. Moreover, this unit does not look like a summary category, but like a qualitatively new formation, characterized by the internal integrity of all structural elements.

Thirdly, in the current conditions, an important objective in the training of civil servants, which universities have to meet, is to preserve the existing scientific and pedagogical potential as well as to increase the level of professional culture, which is a complex systemic construction, an ordered totality of universal values, professional value orientations and personality traits, universal methods of knowledge based on the humanistic technology of pedagogical activity.

These contradictions determined the need to identify a complex of objectives for the training and development of the professional culture of civil servants; the need to develop theoretical foundations, conditions and mechanisms for developing and managing the professional culture of civil servants in the management sociology.

A more efficient solution to these issues would be the socio-cultural and pedagogical training, the personal creativity, and economic mechanisms that would strengthen and stimulate the development of the professional activity of civil servants and their professional culture.

Unfortunately, it should be noted that the approaches currently available to solve the problems we have identified only lead to some specific local changes. The complex and sustainable formation of the professional culture remains unchanged. This is explained, in our opinion, by the insufficiency of the awareness and the theoretical underdevelopment of the category of professional culture of the civil servant and of its content within the interdisciplinarity.

Thus, the content of the professional culture of a civil servant is revealed as an integrative quality of his personality, a condition and a prerequisite for an efficient managerial activity, a generalized indicator of the professional competence of the civil servant and the objective of professional self-improvement.

However, the identified essential characteristics of professional culture are disjoint; there is no single basis for identifying structural and functional components. All this requires the development and argumentation of the theoretical foundations of building a model for the formation of the professional culture of a civil servant.

According to A.I. Capska, professional culture, in addition to the necessary knowledge skills and abilities, includes certain personal qualities, norms of attitude towards different components of professional activity [3, p. 134].

The level of training of a person's professionally significant qualities determines the success of his professional activity. In the process of professional development, the future specialist masters the system of important qualities from a professional point of view, which includes the communicative, motivational, characterological, reflexive, educational, intellectual, psychophysiological properties of a person.

Based on the generalizations of the results of studies on professionally important human qualities, A. Sannikova highlights those qualities that, according to the scientist, are universal: responsibility, self-control, emotional stability, inclination to take risks, etc.

For representatives of different professions, the author defines specific characteristics and emphasizes that "a huge number of possible combinations and variations make it impossible to study the personality and individual training without taking them into account in the multilevel structure of the professional personality" [5, p 46].

The system of qualities that determines the successful mastery of the profession chosen by the future specialists is highlighted quite clearly in the study conducted by V. I. Andreev. He distinguishes intellectual and logical skills; intellectual -

heuristic skills; ideological qualities; moral qualities; aesthetic qualities; communication and creative skills; self-government capacity, individual characteristics that serve as a guarantee of efficient activity (in this case, educational and creative activity).

As can be seen, V.I. Andreev, characterizing the productivity of future specialists in the process of acquiring professional knowledge and organizational experience, refers to the professional qualities of the individual and his abilities (logical, intellectual, creative, etc.), as well as to individual psychological properties [1, p. 6].

The field of study of professional culture addresses topics about the essence of socialization as a cultural phenomenon; the norms and significance of culture as a means of socialization; the value of the status of cultural norms in different social environments; the role of the status of culture in conditions of mass production. An integral part of professional culture is the availability for a constant productive creative activity, in the process of which a person assimilates the social and historical experience reflected in the objects of material and spiritual culture.

Its effectiveness depends largely on a positive emotional background in life, an attitude of seeking the truth, which is an essential component of the concept of "personal meaning of life." Based on the scientists' theoretical research, we consider professional culture as an integral part of the general culture of the individual, based on conscious assimilation, continuous development and use of a comprehensive system of special knowledge, social and humanitarian skills and abilities, values, important professional qualities for an efficient professional activity in situations requiring the mobilization of personal resources of students and future civil servants.

The formation of a professional culture in the conditions of educational work takes place in the following directions: the

development of professional individuality, mastery of a complex of professional knowledge, skills and education - involving the profession and the society, as a whole, in socio-cultural experience, developing a set of professional qualities, self-awareness and creative activity [6, p. 26].

Effective ways of training the professional culture of future civil servants within university programs are: organizing a comprehensive educational process and its orientation towards the development of all components of professional culture; structuring the content of vocational training based on an indissoluble connection with the assimilation of social, humanitarian and vocation-oriented subjects; development of professional qualities based on a combination of legal, economic, psychological skills, etc. Among the important qualities of highly effective professional training of students, we will highlight the main components of the levels of the professional culture of a future specialist, which are: professional literacy, professional competence, motivational value and emotional-sensual components.

It should be borne in mind that these components of professional culture are generally interconnected and the inter-component relationships are interdependent.

For the formation of a professional culture, the motivation for personal development and personal growth of the future employee is of paramount importance. A. A. Derkach mentions that a person must master the ability to design self-development and to organize the conditions of self-realization within the limits of his creative activity [2, p. 575].

The formation of a professional culture in a higher education institution implies the fulfillment of the following organizational and pedagogical conditions:

- planning the structural and functional process of forming a professional culture (objectives, stages, approaches, principles,

criteria, levels and indicators of the orientation of the professional culture of the future civil servants);

- the availability of the team of teachers to form the professional culture of the students based on the integration of all types of culture;

- the availability of university students to perceive the professional culture.

Based on the organizational and pedagogical conditions mentioned above for the training of the professional culture of future civil servants, we propose the components of the main model of methodological approaches that correspond to the objectives, stages and components of professional culture training:

- a humanistic and organizational approach - for setting objectives, training and ensuring the formation of students' professional culture, where the basis for the formation of students' professional culture is the intentional work of teachers based on an integrated approach to vocational and cultural education;
- a personal and axiological approach - for working with students in the process of preparing for the perception of professional culture, which implies an orientation towards personal development and ensuring availability for the perception of professional values and cultural foundations of the profession;
- skills-based and culturological approach - to harmonize the professional and cultural components of training based on the development of the creative skills of the future specialist.

The pedagogical technology of the formation of the professional culture of the future specialists implies the use of its constitutive components: organizational-target, motivational-value, professional-cultural.

The target organizational component assumes the teacher's ability to set the goal, to determine the ways, methods, means of forming a professional culture

and to implement them consistently step by step. A qualitative indicator of the formation of this component is the ability to defend and substantiate personal position, think critically and carry out self-education.

The motivational-value component reflects the interest and a positive attitude towards cultural phenomena; artistic evaluation of works of art and the surrounding life, the ability to turn knowledge into beliefs about the need to form a culture of communication; personal attitude towards behavior, requirements, actions, desire to be aware of the relationship with the environment in which a person is and, consequently, to correct the behavior. An indicator of the formation of this component is the belief in the need for self-education and self-improvement, social and value reasons for behavior.

The professional and cultural component requires the presence of a certain amount of knowledge necessary to acquire the culture of interpersonal relationships. The main indicators of this component are the awareness of the need to form a culture of communication, understanding its need for daily life and ensuring mutual understanding in the future, creating a positive microclimate in the team.

The pedagogical diagnosis of the formation of the professional culture is based on the methods of theoretical analysis of the pedagogical approaches to the definition of the qualitative criteria of the professional culture.

Based on the three-component structure, the following criteria were established: knowledge of patterns and means of expression (amount of theoretical knowledge about culture at an interdisciplinary level, knowledge of its functions and content, ability to perform cultural analyzes of phenomena and situations); the ability to adequately perceive professional situations (to feel the features of the situa-

tion, to see the positive in reality, to master the culture of speech, etc.); the ability to create positive situations in different types of professional activities.

Scientific and pedagogical research and personal experience of practical work in the system of professional and pedagogical activity have made it possible to identify a number of contradictions between the dynamics of developing the professional training of a future civil servant and the practice of his cultural education; the real level of general culture and its individual types; the

requirements of a society with a developed economy and the cultural level of a modern, highly educated, competitive specialist.

In the process of educational work in higher education institutions, professional culture, as an important factor in the quality training of a future civil servant, should aim at:

- identifying the contradictions that mediate the implementation of the task of training the professional culture of specialists;
- clarifying the role and place of the professional culture elements in the professional culture.

BIBLIOGRAPHY

1. Andreev, V. I. Dialectics of education and self-education: foundations of creativity pedagogy / V. I. Andreev. - Kazan: Publishing house of Kazan University, 1988, 238 p./Rus./
2. Derkach, A.A. Acmeological foundations of professional development. - M.: Publishing house of the Moscow Psychological and Social Institute. - Voronezh: NPO MODEK, 2004, 752 p./Rus./
3. Kapska, A. Y Social Robot: Deyaki Aspect of Robot for Children and Young People: A basic methodical book. - K.: UDTSSM, 2001, 2001 p./Ukr./
4. Law No. 158 of 04.07.2008 on the civil service and the status of civil servant, Published: 23.12.2008 in the Official Gazette No. 230-232, art. 840. Date of entry into force: 01.01.2009 /Ro./
5. Sannikova, O. P. Emotionality in the structure of personality / O.P. Sannikov. - Odessa - Khors, 1995, 334 p./Rus./
6. Ziyatdinova, F. G. Social problems of education / F. G. Ziyatdinova. - M.: Publishing House of the State Humanitarian University, 1999, 282c./Rus./

Presented: 8 February 2021.

E-mail: dulschi@mail.ru