

PEDAGOGICAL FOUNDATIONS OF EDUCATIONAL ACTIVITIES INFORMATION SUPPORT IN PUBLIC ADMINISTRATION: THE EU EXPERIENCE

^aRUSLAN PLIUSHCH, ^bVOLODYMYR SHULGA, ^cKSENIIA DITSMAN, ^dLARYSA LYTUVNOVA, ^eVASYL KUPRIICHUK, ^fYAROSLAV CHEPURKO

^a*Kherson National Technical University, 24, Berislavskoye Shosse, 73008, Kherson, Ukraine*

^b*National Transport University, 1, Mykhaila Omelianovycha – Pavlenka Str., 01010, Kyiv, Ukraine*

^c*Private Establishment of Higher Education “Dnipro institute of medicine and public health”, (PEHE “DIMH”), 14, Juliusa Slovak Str., 49000, Dnipro, Ukraine*

^d*Dnipropetrovsk Regional Institute of Public Administration, National Academy of Public Administration under the President of Ukraine, 29, Gogol Str., 49044, Dnipro, Ukraine*

^e^f*Institute of Public Administration and Civil Service of Taras Shevchenko National University of Kyiv, 20, Anton Tsedik Str., 03057, Kyiv, Ukraine*

email: ^a*r.pliushch@gmail.com,*

^b*volodymyr_shulga@yahoo.com, ^cdkd01306@gmail.com,*

^d*l.lytvynoiiva@gmail.com, ^eKvml1968@ukr.net,*

^f*Yarikhep@gmail.com*

Abstract: Improving the qualifications of civil servants is an important area, without which it is impossible to improve the public administration system as a whole. The study of the features of the organization of professional development of civil servants in EU countries allows analyzing the experience they have accumulated and taking into account its positive aspects in the further development of ways to reform the system of advanced training of civil servants in the EU, which is now experiencing a period of turbulence. The article substantiates the need to introduce information support into the educational activities of an educational organization, proposes a model for organizing information interaction between participants in the educational process, and also substantiates a model of an electronic educational and methodological complex as an element of information support for the educational process.

Keywords: Civil servants, Educational goal, Professional development, Public administration.

1 Introduction

The main human resource of the national public administration system is civil servants. The development of the professional and creative potential of civil servants is one of the priorities of the state personnel policy of the EU countries. Personnel policy should be understood as the general course of the state in the formation of requirements, selection, professional training of civil servants, as well as the prospects for the development of civil service in general. The successful implementation of economic and social reforms in the state directly depends on the personnel potential of civil service structures.

In many European countries, special training programs for civil service have been created that correspond to a single standard and are called Master of Public Administration. At the same time, despite a similar policy of training and retraining of civil servants in various EU countries, there are significant differences [1-4]. Thus, the state policy of training and retraining of civil servants is influenced by a number of factors, in particular: the size of the state's territory (in some countries, due to their small territory, the vocational training system is less diversified), the level of well-being of the population, etc [6, 7].

Meanwhile, for the quality performance of official duties, civil servants must have a high level of professionalism. An important role in this is assigned to additional professional education, which should be innovative and have a practical orientation [8; 9]. Continuous professional development of civil servants is the most important factor in effective public administration. In modern conditions, the requirements for civil servants are increasing; they must think modernly, make effective management decisions [11, 12, 18]. In order to meet the challenges presented, to be competitive, civil servants, in turn, must constantly maintain the required professional level, therefore, additional professional education must be continuous

and systematic, which requires a clearly organized, flexible and effective system of legal and informational and pedagogical support for education of civil servants at all levels.

For the successful functioning of the civil service institution, it is important to constantly train employees and heads of personnel services of public authorities, to acquaint them with the processes. It is important to monitor the quality of training and its compliance with needs. One of the forms of control is a questionnaire survey of students on the basis of the results, which allows working constantly on improving the educational process. Currently, even in developed countries, there is a need for practicing teachers, obtaining skills and abilities related to the performance of official duties [69]. It is also necessary to ensure proper training of teachers of higher education, who are engaged in the implementation of programs for additional professional education of civil servants.

The civil service sector in EU member states has remained largely unchanged since the Second World War, with the exception of Italy and Denmark, which shrunk the scope in 1993 and 1969, respectively, and Sweden, which expanded it in the mid-1970s. New definitions of the “public sector” in the 1980s and 1990s did not have a significant impact on the redefinition of the scope of the civil service in these countries [10]. However, these definitions have narrowed the tasks and functions of the state. Scientific and political attempts to redefine the “key responsibilities of the state” have not yet contributed to changes in the civil service in the EU member states, as the main purpose of these attempts was not to redefine the role of the civil service, but to reduce its scope and costs, and because civil servants' unions have been clear opponents of such changes. A formal approach to delineating the scope of the civil service, based on legal definitions, has been challenged through the introduction of “near-labor” recruitment schemes in government bodies [13]. This can destroy the traditional values that are inherent in the civil service [57]. Therefore, the role of educational and legal support for civil service in the EU, and, accordingly, information and pedagogical support of these systems in a united Europe has significantly increased in recent decades.

Higher education system, including departmental one, is currently developing under the conditions of the intensive influence of information processes on society. At the same time, the development itself can be characterized by the dynamic introduction of various educational technologies and innovative methods into the educational environment [16, 19-22]. The state policy of most countries in the field of education, formulated in the national doctrines of education, is aimed at considering the possibility of large-scale application of modern information and telecommunication technologies, in particular, specialized electronic environments that allow combining information flows in which didactic educational material is processed and accumulated. It should be especially noted that the didactic material must be adapted for use on technical means widely applied in educational organizations.

However, at present there is a certain problem in the correct assessment of the comprehensive provision of the educational process in conditions when there is a massive saturation of educational activities with information resources and technical devices.

Analysis of scientific literature and research conducted indicate that the use of electronic information and educational resources, databases and information telecommunications is one of the main directions for information support of the educational process in public management and public service, creating real conditions for remote access of teachers and students to scientific and educational information.

Research shows that information support for the activities of an educational organization of government bodies contributes to the

solution of the following main tasks: 1) ensuring effective management of an educational organization; 2) organization of the educational process at a level that would ensure a given quality of professional training of specialists; 3) scientific and technical support for scientific research and training of pedagogical and scientific personnel; 4) ensuring the leading positions of the educational organization, increasing its authority and attractiveness in the eyes of civil servants, potential applicants and the public [62].

Strengthening the role of the principles of total quality management, their fuller implementation in educational institutions, is one of the urgent tasks. The solution to this problem is still far from comprehensive and full implementation in practice and requires further research, especially in the context of an approach to learning based on mastering competencies. A general description of educational processes can be given using the model of I.V. Robert "3D": "disclosure; development; dissemination" [60]. The grouping of educational technologies into groups makes it possible to distinguish "groups of process technologies" [14]. These groups include: marketing of educational services; information, knowledge transfer, testing, educational institution management; personnel management, etc.

In general, one can talk about information technology management of educational processes. The basis of such management are information models of the educational situation, information models of a student, information models of information, information models of testing, information models of active learning, models of virtual learning, and others [24, 26, 41]. In particular, the method of key indicators can be considered as a method for building an information model, the parameters of which are key indicators. Moreover, such indicators should be informationally determined indicators – those indicators are indicators whose value is explicitly determined based on the collection of primary information, measurements or calculations based on primary data [57].

The value of support technologies is illustrated by the example of the University of British Columbia, which is a global center for research and teaching, consistently ranked among the top 40 universities in the world. In the Vancouver (Canada) campus of this university, there is a faculty of educational technology support, which trains specialists in this area. Information support technology in education is a "knowledge transfer multiplier" for a teacher. Instead of the teacher being the only source of help in the classroom, students can access websites, online textbooks, and more [58]. Although it is not EU' experience, it, nevertheless is rather representative for some advanced European countries.

Information technology support (ITS) excludes an informational situation in which the teacher is the only source of information in the classroom. Thanks to ITS, students can access websites, online textbooks, etc., which is critical in the education of civil servants and legal officials both because of the dynamism of regulations and research in these areas, and because the training of these professionals often takes place on the job [28-31]. Thanks to ITS, education does not stop at the end of the school day because students have access to teachers, resources, and assignments over the Internet, as well as access to online educational resources at any time. Students can also receive help and tutoring at any time, whether by the teacher via email or online, or from the help website.

Information support technologies allow the creation of new forms of education such as a "group network project" that excludes direct contact of students and can unite students from different cities and countries in a project, which is important when studying or improving qualifications in the field of international law, interstate interaction in the field of global problems ecology, etc [33, 34]. These group projects help students learn important skills such as communication, teamwork, critical thinking, and group problem solving [36-39]. ITSs serve as the foundation for mastering these projects and skills. Students can create educational objects such as websites, blogs and multimedia presentations as part of their project.

Some areas of ITS application in education can be identified: 1) Development of management technologies; 2) Obtaining and using information resources for educational tasks. 3) Development of information technology for content management. 4) Extraction of knowledge for the formation of educational resources. 5) Extraction of implicit knowledge in the learning process [56]. ITS allow the formation and use of information units as the basis of educational technologies and information educational resources. Moreover, it enables [15] use of cognitive factors in teaching and testing. It is of interest to consider the relevant models used in the EU countries the region of the best and most advanced development of public administration and the legal system.

Advanced training of civil servants is an important area, without which it is impossible to improve the public administration system as a whole. The study of the features of the organization of professional development of civil servants in EU countries allows analyzing the experience they have accumulated and take into account its positive aspects in the further development of ways to reform the system of advanced training of civil servants in any country.

2 Materials and Methods

The methodological basis of the research is made up of the provisions of competence-based, personality-oriented, system-activity, technological scientific approaches.

The theoretical basis of the research was the provisions based on the conceptual ideas of modern Western pedagogy; the theory of structuring pedagogical systems; the integrity of the educational process; theory of quality management of professional training of specialists; psychology of learning and cognition; modern methods of informatization and information technology approaches to teaching, as well as modern concepts of informatization.

The following elements are of great importance in understanding the essence of "information technologies" in education: special directions of using the means of informatization of education; the impact of information technology on the content and methods of teaching; theories and methods of using ICT tools; prospects for the development of didactic means of computer learning technology.

To solve the set tasks and test the initial assumptions, a set of research methods, interrelated and complementary to each other, was used: the study and generalization of psychological and pedagogical experience, the method of theoretical and comparative analysis

3 Results and Discussion

The concept of professional development of civil servants is usually considered broader than the concept of advanced training, since the latter is often an integral part of professional development. In practice, the difference between these concepts is usually conditional: both advanced training and professional development are aimed at achieving the same goal to promote better civil servants' performance of their duties.

In the EU countries, vocational training for civil servants is carried out either through existing educational institutions at special courses, or in specialized educational institutions created specifically to implement the EU policy in the field of public administration. In many European countries, the main educational institution for the training of civil servants (and in some cases for admission to the service) is the national school, institute or college of public administration. Examples of such institutions are the College of Civil Service in the UK, ENA, CNFPT (Provides Regional Training for Government Officials) in France, Danish College of Governance (DSPA) in Denmark, Institute of Public Administration (IPA) in Ireland. The Brexit that took place did not affect the organization of the system of professional development of civil servants, adopted in countries

adhering to the British model – therefore, this model can be considered as typical for the EU.

For the purpose of improving the qualifications of all civil servants, the Civil Service Learning website has been created, where civil servants can find information about distance learning, online resources and face-to-face courses. Most of the opportunities for advanced training are presented in the General program, which consists of three blocks [48]:

1. Key skills required from all civil servants to carry out their duties: customer service, project management, finance, and information technology skills.
2. Work in the civil service: specific skills related to work in public authorities, for example, skills in briefings, preparation of documents, legal awareness.

In turn, professional development of civil servants in France can be characterized as continuous professional development. It includes preparation for the first position of a civil servant and further training at all stages of his career. In France, there are about 70 administrative schools (excluding teacher training institutions and military schools) that provide various types of training for civil service employees. For the civil service, the main one is the School of Public (State) Administration (fr. *École nationale d'Administration*). It is followed by polytechnic and engineering schools, five regional institutes of management located in the cities of Lille, Lyon, Metz, Nantes and Bastia, as well as specialized administrative schools created to train civil service managers in areas such as taxes, customs, security, health care, etc. Regional institutes of management are engaged in the training of the bulk of the staff of the state administration, with the exception of high-ranking officials [17]. At the territorial level, the main organization is the National Center of Territorial Civil Service (CNFPT). Under its leadership, several organizations, such as the National Institute of Territorial Studies (INET), conduct training in conjunction with the School of Public Administration.

The School of Public Administration (Public Management) takes part in the conduct of training for obtaining graduate degrees on the basis of partnerships with other universities, vocational schools, etc., located both in France and in other European countries [43-47]. The school also participates in the organization of training for master's degrees on request and in cooperation with foreign universities and institutes. In addition, the School conducts one-to-one training courses for French and foreign public and private institutions. They can be national, bilateral, or multilateral [49]. The content and format are developed in cooperation with the requesting authority. Thus, the information support of the training process for civil servants is, in the nature, a very flexible and dynamic system.

3. Leadership and Management Improvement the skills needed to lead, manage people and business at all levels of government service, as well as topics on change management.

The progressive experience of the EU countries shows that the effective organization of the civil service is the key to the successful implementation of state policy, since the civil service is a way of realizing the functions of the welfare state by combining personal, group, and state interests [50-55]. Modern states that have achieved a high level of economic development and social security and at the same time respect democratic standards, guarantees and human rights, could not ensure the achievement of these goals without the consistent and effective development of a professional civil service.

Today, the main role of the state in a European democratic society, in countries with market economies, has two main aspects. First, the creation of fair and equal conditions and guarantees of the personal rights of citizens, which are based on a number of well-known fundamental human rights. Secondly, the state must create a reliable and predictable environment for the economic activity of individuals and legal entities [59, 61]. This is one of the reasons why the rule of law is becoming the

cornerstone of good governance. No one seems to dispute that these two aspects are interconnected with a modern democratic state. Recently, the third role of the state has been mainly contested, namely that the state is a provider (or producer) of social services. Critics of the welfare state advocate the state's role as a security force rather than a “providential power” [23].

In such conditions, the competence of civil servants and their legal training represent a dynamic flexible system with interdisciplinary links, which, accordingly, requires a flexible educational process that corresponds to the trends of the time.

Let us consider some models of the appropriate information support for such an educational process. Experience shows that an effective mechanism for managing a university and increasing competitiveness is a balanced scorecard, which refers to education support technologies [42]. This technology allows considering the performance indicators of an educational organization and personnel as a related complex. The Personal Balanced Scorecard (PBSC) is currently considered an effective method of coaching (mentoring, work with students, including individual training and counseling) [40].

The development of the educational information space in the EU countries provides for the creation of a system of integrated networked educational resources [25]. Resource creation is a support technology, resource use is an educational technology. These educational resources vary in scope and function. Working with scales is also part of support technologies. A similar situation is observed with virtual learning [15]. The creation of virtual educational technologies and models refers to support technologies, while the use of virtual technologies in education belongs to educational technology.

The transfer of knowledge in educational processes is associated with technologies: the transfer of general educational knowledge, the transformation of implicit knowledge into explicit knowledge, the consolidation of knowledge, the transformation of knowledge into competence, the formation of professional knowledge [27]. The combination of these technologies as a single system is denoted by the concept of knowledge management in education. Among the topical problems of supporting knowledge management in education, there is the study of the theoretical foundations of the representation of knowledge for storage in databases and knowledge bases.

Knowledge management is understood as any processes and principles associated with the creation, acquisition, exchange and use of knowledge or experience [32]. Some definitions emphasize that this is the process of acquiring collective experience for its full use by the organization where it can be useful for achieving the highest return. Collective expertise or “knowledge resources” are defined as core competencies, common practice, or core art. Some definitions emphasize that knowledge management is based on the use of people, processes or technology to enable an organization to optimize knowledge sharing and retention [42].

The essence of knowledge management in education lies in the targeted impact of management entities on the development of corporate human capital with the aim of expanding the reproduction of new knowledge and educational information products that provide the university with strategic competitive advantages [63-65]. A number of key aspects arising from the interpretation of the essence of knowledge management can be noted.

First, the management of an educational institution must have such managerial knowledge and competencies that would be adequate to the requirements of reproducing high quality human capital. These subjects of management, or leaders in the field of reproduction of corporate knowledge, must have such management skills that would be the leadership basis for the highly efficient functioning of their management capital.

Secondly, if the object of the corresponding managerial influence is human capital, represented by a complex and contradictory unity of human personalities and characters, then the expected high quality of this management should be a function of targeted influences on the corresponding socio-cultural, socio-psychological, sociological, and other humanitarian and economic aspects, and areas of collective corporate activity.

Consequently, the final product of an educational institution, acting in the form of an educational service, is not only a function of the direct professional knowledge and competencies of the heads and staff of a university, but an integral result of social, institutional, and other knowledge of a given university, 'united' under knowledge management environment [66-67]. Therefore, the existing approaches to educational knowledge management are closely related to the cognitive model of human capital.

The main functions of the educational knowledge management system are to solve two general interrelated tasks: first, in the formation of an innovative and self-learning corporate human capital capable of a high speed of creative labor, constructive "conversion". Secondly, in the creation of social conditions within which corporate human capital of innovative quality realizes itself in the creation of innovations in demand by the market and other consumers in the form of educational products.

The formation of information units is a vivid example of information technology support not only in education, but also in many areas of information modeling [69]. Information units from the standpoint of linguistics are analogous to the elements of the language of informatics. Recently, information units have been widely used in various scientific and technological areas. They serve as a description tool and a tool for the formation of: processes, models, situations. When using them, a systematic approach is used as a method for constructing a certain information model or system by analogy with building a complex system [58]. The use of IE allows a systematic approach to be applied in the formation of educational resources and educational technologies. Information units are used for different teaching methods: traditional, informational, virtual, distance learning. IE is used as elements of knowledge transfer and construction of integral systems in educational technologies. Educational information units, in contrast to information units used, for example, in communication theory, have a form, semantics and cognitive coloring. The latter property is excluded in communication theory. The analysis and study of information educational units is relevant and especially important in distance and virtual education, in which they represent elements and the basis for the transfer of knowledge and learning. The process of the quality of perception and understanding of educational material depends on the correct accounting and use of these units. Educational information units are information building blocks in the system of constructing educational scenarios, technologies, and resources [48].

From the standpoint of a systematic approach, information units are elements of a complex system that describes management processes. In the aspect of management, groups of information units are of interest: structural, semantic, procedural; operating room, visual, transactional. All groups of information units are a means of describing various management technologies or technologies to support management activities.

The structural group of information units includes means for describing the structures of management models and structures of situations in which the managed object is located. The semantic group of information units includes means of transferring the content of control and corrective actions. The procedural group includes means for describing management processes at the formal level of management.

The operational group of information units includes means for describing management processes at the operational level of management. It essentially implements management processes in practice. The visual group of information units includes the

means of presenting the results of information processing in the form of images, presentations, visual dynamic models, and virtual reality models. It performs the functions of support for management decisions. The transactional group includes means for describing the exchange of transactions when working with databases and storages.

Analysis of management methods using information units makes it possible not only to improve the quality of management, but also to carry out an interdisciplinary transfer of knowledge. The applied methodology with the use of information units makes it possible to carry out a comparative analysis of different methods and technologies of management – for example, within the framework of the "new public management".

It should be emphasized that the role of new public management has rapidly increased, which also determines the need for appropriate changes in the educational training and retraining of civil servants, including with regard to their competencies in the field of law. In the EU member states, the European Court of Justice has developed a number of criteria for determining the public sector and, accordingly, indirectly this concerned the definition of public administration. This happened when the Court was interpreting the provisions of the Treaty concerning free economic competition and freedom of movement of labor between the countries of the Union. In fact, although the Treaties do not dispute ownership of enterprises, both public and private, due to the case-law of the Court, most public services in member countries have been transferred from a monopoly regime to a regime of free enterprise and competition [68]. Organizations and activities that were once state-owned and granted preferential treatment are now privatized, or at least have lost their preferential treatment. The Court has always been confident in pointing out that the law of the European Economic Community, in principle, does not prevent the creation of state-owned enterprises or the preservation of existing enterprises. However, such businesses must comply with the rules of the Treaty, in particular those related to competition.

The jurisprudence of the Court offered a new direction, calling into question the precedent of the overriding point of view of the public administration. In fact, when interpreting the provisions of the Treaty on the Free Movement of Labor, the Court took a new turn in defining the concept of the key functions of public administration bodies. In order to limit the tendencies observed in a number of Member States towards limiting the employment of foreign labor in the public sector, the Court was forced to define acceptable and unacceptable criteria in the light of the Treaty allowing for such limitations. Work in public administration should be available to every EU citizen in any member state on the same terms and conditions as provided for the indigenous citizens of that state. The only justified exception was made in relation to works related to the implementation of state powers or directly related to the protection of national interests or the sovereignty of the state.

Thus, throughout the European Union, the Court has ensured a broad legal protection of the German tradition, according to which the functions of state bodies and those of the civil service differ. The provision of public services does not entail the exercise of state powers, and, therefore, can be carried out by citizens of any EU member state, while the implementation of state powers can be carried out by citizens of the respective state. In other words, the exercise of state powers is a monopoly of the state. However, each state itself determines which functions are functions for the implementation of state powers. Roughly speaking, it is believed that today 60 to 90 percent of public positions in EU member states are open to citizens of all member states, which means that only 10 to 40 percent of all public service jobs are connected in one way or another with "the exercise of state-legal powers and the protection of the general interests of the state", if one follows the wording of the European Court of Justice (case 149/1979, *Commission v. Belgium*) [48]. Thus, while in the overwhelming majority of specialties, public service education within the EU is

“international”, the competences in the field of public administration have a significant nation-state based specificity.

A relatively recent symposium on the impact of the introduction of the non-professional civil service on non-permanent (temporary) contractual staff in public administration noted that in OECD countries the number of such agreements has grown steadily over the past 15 years. Some saw this as a threat to a permanent civil service and its inherent values of professionalism, objectivity, political impartiality and consistency, while others saw it as a positive step towards more adaptive, competent, efficient and less costly administrations. The symposium concluded that the main reasons for hiring lay temporary staff have always been the same: the need for flexibility in order to save budget, and the evasion of administrative rules that were considered too strict. It was also noted that such a practice contributes to a weakening of the rules regarding quality and represents a kind of return to nepotism and patronage, returns to the problem of subjective rights and equal access to public office, and also leads to a loss of knowledge, experience and loyalty to common interest [5]. Finally, as a result of this, a possible result of such practice may be less guaranteed predictability and legal certainty of administrative decisions. In such conditions, pedagogical, informational and legal support of the education and self-education processes of civil servants acquire, without exaggeration, crucial importance.

The use of information technology support is a mandatory factor in the development of education. Such support extends both to information educational technologies and to conventional methods of lecture training, slides, presentations, electronic boards, save the teacher's time and allow organizing training in a concentrated manner. Creation of virtual models as a support technology makes it possible to apply virtual learning and more effectively explore the world around us. The creation of multimedia educational technologies is a technology of information support. The use of multimedia technologies allows organizing training in a new way, including adaptive methods and flexible trajectories.

Information support contributes to the creation of sustainable access for teachers, students and cadets to scientific and educational information, which is associated with the implementation of the educational program, and the formation of new forms of relations between teachers and students both in the learning process and in informal contacts outside the educational process [42].

Information support of the educational process contributes to the creation of new opportunities for listeners and cadets: 1) access to the educational portal of the educational organization, where educational and methodological support is concentrated; 2) communication with teachers by e-mail; 3) access to the progress database; 4) participation in teleconferences for each course studied; 5) communication with cadets of their course (group) using network interaction; 6) consultations with a teacher on-line, and a number of other opportunities.

Information support for the activities of the educational organization of government bodies also contributes to the achievement of a number of educational goals: 1) the formation of professional competencies; 2) the formation of a modern scientific and professional worldview and information culture of future specialists in public administration and law; 3) realization of creative potential and personal development [27].

The consumers of scientific and educational information that circulates in the learning process are the student, the group of students and, naturally, the teacher, whose activities are related to the management of educational activities, the development and filling of the information resources used [17].

The totality of the systematized by didactic functions, by the levels of education, by the targeting of the use modern information educational resources, both printed and electronic, is an educational and methodological complex. It is important to note that for the effective organization of the educational process

carried out in the electronic information and educational environment, in modern conditions, didactically grounded and developed educational and methodological complexes are needed.

Following the accepted classification according to the function carried out in the educational process, the electronic educational and methodical complex (EEMC) is one of the types of educational activity [35]. In its essence, EEMC is a structured set of electronic educational and methodological documentation, electronic educational resources, teaching aids and knowledge control guidelines, containing interrelated content and intended for joint use in order to enable effectiveness of students' study of academic subjects, courses, disciplines and their components [40]. The studies conducted allow asserting that the presence of EEMC contributes to the use of e-learning in the course of training various categories of trainees, which meets the requirements of the information society and the need for high-quality training of civil servants and law experts [5]. The structure and content of the EEMC depend on the specifics of the discipline itself, as well as on the organization of the educational process. The results of the study indicate that the addition of e-learning modules, different in their purpose, to the EEMC provides a significant expansion of its didactic potential and options for interaction with the subjects of the educational process [48]. The structural elements of EEMC include: curriculum; textbook, study guide, lecture course, laboratory practice, presented in electronic form; application packages; knowledge control system, etc. An electronic educational and methodological complex should be considered as a didactic system that will allow a public administration teacher, using information support of the educational process, to implement an integral learning technology.

The most important element of the didactic complex is information support, which includes two main components: information support for the teacher's activities and information support for the activities of cadets. Structurally, information support is presented in the form of didactically interrelated and complementary parts. Information support of the teacher's activities is the most important component of the didactic system, and its content corresponds to the goals of professional training of a specialist in the field of public administration or a law expert.

4 Conclusion

The purpose of further research should be to substantiate and develop a model for personalizing vocational training using the achievements of modern information and communication technologies, as well as developing a methodology for personalizing vocational training based on the use of a personal e-learning place. At the same time, the use of electronic educational resources developed on the basis of a modular approach, distance educational technologies and ICT in general will greatly facilitate the construction of individual educational trajectories of students in the most effective way, their independent work within the educational process.

Training programs should prepare leaders in the field of public administration, analysts who have the skills to assess, develop, and implement public projects using digital technologies. Graduates of such programs are new generation managers with deep knowledge in economics, management, project management, investment attraction, professional communications, and big data analysis methods.

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