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NATALIIA RIDEI<sup>1</sup>, NATALIIA TYTOVA<sup>2</sup>,  
DMYTRO PAVLENKO<sup>3</sup>, SLABETSKYI OLEKSANDR<sup>4</sup>,  
YURII SEMENYUK<sup>5</sup>

## Didactic Significance of Modern Simulation Programs in Vocational Education – Divagations from Own Research

<sup>1</sup> ORCID: 0000-0002-5553-059X, Ph.D. of Pedagogical Sciences, Professor of Ecology, Professor of Department for Adult Education, National Pedagogical Dragomanov University, Kyiv, Ukraine

<sup>2</sup> ORCID: 0000-0002-9415-4427, Ph.D. of Pedagogical Sciences, professor, Head of the Department of theory and methodology of vocational training, National Pedagogical Dragomanov University, Kyiv, Ukraine

<sup>3</sup> ORCID: 0000-0002-1310-738X, postgraduate student of Adult Education Department, National Pedagogical Drahomanov University, Kyiv, Ukraine

<sup>4</sup> ORCID: 0000-0001-7955-9904, postgraduate student of Adult Education Department, National Pedagogical Drahomanov University, Kyiv, Ukraine

<sup>5</sup> ORCID: 0000-0001-7664-5946, Ph.D. of Political Sciences, Head of Systems Analysis Department S&T, Ukraine

### Abstract

We developed, justified and verified methodological foundations for the professional training of specialists in public management of quality and security of socio-cultural forms of education, science and innovation systems of diploma-training of future representatives of the academic sphere, successors of scientific heritage of the trans-boundary level to consolidate the efforts of quality and safety cohesion of acquired and prolonged trajectories of employment and professional development, pleasure insurance according to the needs and requirements of interested and academically worthy and capable categories of applicants for educational and scientific services and consulting and advisory services to build intellectual and emotional capacity of perspective development of transcultural interaction of communicative perception of understanding and consent of diverse categories of society without breaking the biosocial stability equilibrium. We achieved the goals of axiological analysis of conceptual and categorical apparatus with regard to the problem of professional training of future public management specialists on the basis of scientific schools of managerialism in philosophical, psychological and pedagogical and managerial literature; we established the semantics of organization of professional training of future public management specialists for teaching activity; we justified the structure of professional competence of future

public management specialists. We applied a set of methods – axiological analysis, systemic and institutional for semantics of the training management system in higher education institutions and the development of methods for organizing professional training of future public management specialists for teaching activity; method of analogy and probabilistic modeling.

**Keywords:** professional training and quality and safety competence, future specialists in public management, administration, methods of organizing the educational process of socio-cultural forms of quality and safety policy

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### **General statement of the problem**

Civilizational challenges of environmental and socio-political threats of the degradation of life quality and security in the biosocial and sociocultural sense of professionally and politically sustainable categories of academic mobility along with the heterogeneous strata of activists (vital, recreational and capable potential) of academically worthy modern scientific knowledge and technologies of advance nature of the future information society based on quality assurance and meeting the needs of all consumers without restrictions – racial, materially exclusive, generic, gender, theological, caste-ridden, (andragogic, religious, racial, privileged minority categories in the prevailing influence, generic inheritance of sacred inheritance, age prejudice), and a vast palette of capable (academically worthy) and those in need (inclusionists), andro-interested in professional development and lifelong employment with quality assurance and security of the individual, family, sociocultural groups and society on the whole, consist in cross-border coordination of legal and technical regulation of legal, social protection of international standards and nationally implemented regulations to ensure the social dimension of lifelong academic mobility with prolonged employment.

### **Subject of research**

Actualization of the theory and methods of professional training of future specialists in public management for teaching activity lies in the necessity of social transformations of international integration of the academic potential of Ukraine, ensuring the implementation of legal and technical regulation of socio-cultural forms in the field of education, science and innovation in the world-wide measurement of mobility, social and legal guarantees for all participants of the educational process and stakeholders for noosphere development of the state-building, ensuring state sovereignty, social consensus and harmonization of spheres of life with the necessary quality and safety of life of citizens of Ukraine within the strategy of education for sustainable development during life with prolonged employment of specialists of branches 07 “Management and administration” and 28 “Public management and administration”. The strategy of enabling the modernization of educational and scientific systems of professional

training of future specialists in public management and achieving the goal of forming their professional competence in higher education institutions (hereinafter HEI) was identified in the cooperation of international networks of institutional integration: Recovery and Resilience Facility, supporting reforms and investments of opportunities of environmental and digital development policies to mitigate the socio-economic impact of pandemic on life security and quality; European Institute of Public management with the provision of practical competencies for effective management and policy, comparativistics with analytics of perspectives for the development of national networks (in the programs Using REACT-EU and the RRF While Implementing the New Structural Funds Programmes, 2021–2027); European public sector award as a platform for achieving public benefits, European public sector excellence network; European Public management Network of informal union of directorates general responsible for public management with EUPAN Strategy Paper 2019–2022, search for effective ways to select priority topics for the general agenda of the 21st century, which promotes the development of common tools, activities and consensus; Master of European Legal Studies (MELS online) 2021–2023 in partnership with consortia and experts in the academic and professional environment of the organization and propagation of Master's Programs in Management and Administration of the European Center of Universities (CEU) (<https://www.eipa.eu/>; <https://www.eupan.eu/>; <https://www.eipa.eu/portfolio/master-of-european-legal-studies-mels-online/>).

### **Analysis of recent publications**

Theoretical and methodological frameworks of conceptualization are represented by administrative and managerial, psychology and pedagogical, socio-political, socio-economic, environmental and defensive, as well as qualitological categories of methodological justification of academic heritage of pedagogical intelligence. The following works are devoted to methodological aspects of public management: works of Vara-Arribas, Burdin on the role of regional parliaments, the methodology of integration of cross-border determination and analysis of subsidiarity; works of Heichlinger and Vanebo on the implementation of information and telecommunication technologies in public management in Europe and electronic governance; Kaynch Lange and Kading on the capacity building of the institutional and political role of regions for inter-institutional cooperation; Vara-Arribas, Steible, Unfried on the EU distribution of powers between states, regions and local authorities, monitoring multi-level governance (MLG) Demmke, Bovens, Henökl, Moilanen on managing conflicts of interest of civil servants. The methodology of system management was studied by the founding scientists in the aspects of formation and development of professional competences –Afanasiev, Hobbes, Glushkov, Bogdanov, Blauberg, Kartashov,

Kont, Kuzmin, Mrakov, Mertol, Mesarovich, Parsons, Petrusenko, Sadovsky, Setrov, Spencer, Spitsnedal, Takahara, Tyukhtin, Cherchman, Uemov, Udin.

Fundamental and philosophical foundations of the methodology of system management of education, science and pedagogical innovation sector were studied by Andruschenko, Bondar, Bekh, who used the works of classics of Ukrainian statehood of the classics of Ukrainian statehood Dragomanov, Grushevsky, Vinnichenko, Kistyakovsky, Potebnja as the basis of methodological ideas; theory and practice of self-management were studied by Lukashevich, Khrolenko, Shvalbe, Sheynov, Shikunov; aspects of self-education and professional mobility were studied by Alexyuk, Protasova, Hadjiradeva, Nadolishny, Brychenko, Zinkevichus, Svetlichny, Shpektorenko, Yaromich, Furman, Fitsula; its educational and technological activation were studied by Gubareva, Belyaeva, Shuklina, Shamova; positive practices of training civil servants and public management specialists in leading EU educational institutions were studied in works of Piganol, Savikovich, Erdmann (Pavlenko, 2021).

### **Presentation of the main material**

We developed a methodology for the organization of the educational process of professional training of future specialists in public management for teaching activities, which is justified in the aspects of synergistic combination in the institutional triangulation of its interpretation as a set of methods: 1) implementation of providing scientific and educational and practical internship activity: on the source of information of semantics of academic potential of HEI; level of creativity; cognition logic; degree of assimilation of self-cognition, also scientific and research activities; monitoring and self-monitoring – screening, intermediate, final supervision, relevance, quality control, expert; multi-object, integrated; 2) administrative management of staffing of the educational process, order, organizational and administrative procedures, documentation, organizational and stabilizing; social and psychological; economic, legal, public management at the level of conflict of interest management (I-personal–individual influence on the individual; structural–prevention, forecasting, elimination and prevention of organizational conflicts; interpersonal by behavior styles; personal by behavior of the person and compliance with academic roles of cooperation – interpersonal cooperation; neutralizing – response to aggressive behavior) 3) teaching of professional-oriented, professional and special disciplines of science and knowledge; verbal/didactic – reproductive, integrative-systematizing, heuristic; artistic, descriptive, popular science, visual-pictorial, musical-chart, tactile-sensory; lectures; instructings; practical-internship – exercises; works; 4) axiological motivation of the formation of cognitive interests – methods of creating a situation of novelty of educational material, orientation and life practically useful experience, emotional and moral stimulation, incentive, concern-

ment, emotional fervor and encouragement of a splash of mood, cognitive games, scenarios, projects, functional groups; 5) special presentation of the material of problem-based learning – dominants of traditionally ready knowledge, research independent activity; semantics of educational and scientific-cognitive activity – explanatory-illustrative, information-receptive, reproductive, complicated and problematic, heuristic – partly exploratory, research; 6) an organization of training in the workplace (according to location of areas of employment), imitation copying; management mentoring (of manager/administrator), demonstration and instruction – organizational and management procedures, regulations of technological control of quality and safety of professional activity and its impact, delegation of authorities and tasks; 7) an organization of on-the-job training – role-playing games by example, training management situations; simulation of work environment, group sensitivity, personal self-identification of skills, abilities, mastery of cooperation with a social psychologist, tutor, coach, consultant; lectures – monologues, self-study and self-improvement; means of ensuring: 1) educational process of professional training – spatial-metric; technological, technical, methodological and technical-regulatory; 2) analytical activities for public management and administration: intellectual-information-analytical tools, a set of technologies, methods of collecting and processing information about the object of management (social, political, economic, educational processes of HEI); technological – of special methods of their diagnosis, analysis and systematization with assessment of the consequences of administrative and managerial decisions – situation monitoring, expert-analytical assessment, inventory of primary information, automation of research support systems with information and software tools; synchronized forms: 1) organizations of the educational process – individually personalized for applicants for educational services and users of social and educational, propagandist, research and search portable programs, general and micro-collective picking – laboratory-creative, information-analytical, practical, monitoring, forecasting and modeling of the state and development of systems; locations – educational, research; practical internships; target didactics; standardized – traditional, mixed, network, remote, mobile; 2) forms of official and service orientation of performing the functions of public management bodies – patronage, party; organization of personnel control and supervision; on the powers of access and mobility of a specialist – closed and open with the use of special competitive examinations for selection of candidates for the position, delegation of recruitment powers to individual managers at the levels of public management, qualification compliance of applicants for a position of a certain management level, metrics for assessing the effectiveness of public activities, the use of achievement criteria for staff growth, the possibility of dismissal for inadequate professional performance.

As a method of organizing the educational process of meaningful content of professional training of future specialists in the field of knowledge 28 “Public management and administration” by type of management – state (general administrative and special functional specialized, militarized), municipal, civil (state, non-state, public, territorial): main, corporate, personnel, professionalization of specialists, hardware, qualitative; at the levels of systemic management organization: target; transformation, innovation, conflicts, labor, projects, processes, quality, relevance of management technologies. We developed a structural and logical algorithm of meaningful content of the organization of the educational process of professional training of future specialists in public management for teaching activity.

We analyzed the most common standardized models of organizational excellence European Foundation for Quality Management, EFQM under the patronage of which the “Common Assessment Framework” (CAF) is spatially implemented in the activities of European public authorities, developed by Innovative Public Services Group It includes categories of enabling criteria (resource and human potential management and planning strategy changes and processes, partnership, leadership), results (of regular personnel, which are focused on customer, public and basic relevance). We gave concrete expression to that there is a palette of basic models of diagnostic assessment, self-assessment and acquisition of the highest quality (achievement of goals/results, which are customer-oriented, stakeholder-oriented to concerned parties among the subjects (PLAN-DO), which are influenced by management activity), evaluation of the effectiveness of public management – effective organization on indicators of internal organizational factors and results of transformations (Likert), a simple model of efficiency in terms of resource consumption and final product (Child and Clarkson), models of evaluation of public institutions – provide supervision of information and financial flows, networks and control of information sources of dissemination and financing of the management model with evaluation of the results of the goals on the standards of implementation of the quality management system. The educational research was based on the provisions of the methodology for assessing the quality of administrative reform management – the World Bank Institute on the indicator “aggregate-synergetic individual diagnostics of territorial management” within the review of Governance Research Indicator Country Snapshot (GRIS), as well as the evaluation method by Support for Improvement in Governance and Management (SIGMA) (on the initiative of the Organisation for Economic Co-operation), now the Center for Adaptation of Public and Civil Service to EU Standards) on integrated indicators of public management reform efficiency, the goals are to bring to the institutions of public management qualification principles with awareness of the role of self-assessment and transition from planning to implementation (PLAN-DO) of

Plan-Do-Check-Act, to become a diagnostic tool to improve indicators, to support and synergize quality management models, to promote learning and innovation (bench-learning) in the system of public management between institutions with the support of CAFcommunity and the availability of electronic resources (CAF e-tool) based on ISO standards (9000 and 14000), auditing and bench-training (Ridei, Pavlenko, Plakhotnik, Gorokhova, Popova, 2019).

## **Conclusion**

We made an axiological analysis of the scientific thesaurus of professional training of future specialists in public management and formulated the concept of “*public management specialist (including administrative management)*”, which is used in a broad interpretation – a person who holds a position in state institutions in conformity with applicable rules established by legal acts (government bodies, organizations and enterprises) and in the narrow sense – a person who holds a position in a government, administrative machine at the expense of the state budget; the concept is defined as derived from “public service”, which is politically oriented to solve state tasks and functions, work in social movements, associations (including political bodies, government, administrative machine) and non-governmental institutions and international representative establishments, organizations, as well as in the structures of local government and territorial communities; they are identified as public managers and administrators, state and public servants, specialists of patronage to perform administrative and political, commercial, environmental, security, protective and economic functions in the administrative-political and socio-cultural areas of public and state administration of public activity within the authorities to respect and protect the rights of citizens through the organization of educational process of professional training of public management specialists for teaching activities. We established that *professional competence of public management specialists* depends on the field of employment (social, technological, urban, political, economic, security, defense, protection, agricultural and natural) and types of professional environment (communicative, convection, research, social, entrepreneurial, educational), professional situations in a working environment, corporate psycho-emotional climate, motivation, organizational policy of quality and security, as well as innovative strategy for the development of the institution, dynamics and intensity of changes in the field of employment; content, forms and methods of acquiring professional competencies as components of competence and their compliance with professional and qualification characteristics of satisfaction of quality, needs and requirements of the socio-economic and environmental order of society for the training of future specialists for teaching activities.

We established the semantics of the organization of professional training of future specialists in public management for teaching activity on the basis of system, institutional and event analysis, which is to organize the process and ensure the relevance of forming their professional competence when implementing the developed and justified methodology in the system of continuing education focused on the features: *regional* administrative and territorial, territorial and civil, ecosystem management both preparation, and branch and institutional orientation of spheres of employment; *institutional* structures, types, forms of organization of higher education and stakeholders by types, levels of public management; *globalized* environmental problems, social measurement and legal protection of academic mobility in the direction of modernization of educational and scientific systems on the basis of sustainable development with assurance of quality and safety of life of applicants and professionals at levels, degrees, in training and professional development.

It is formulated that the “professional competence of public management specialists” of teaching direction is a dynamically integrated combination of modern scientific (managerial, pedagogical, political, psychological) knowledge, skills and abilities, business style of thinking, academic and intellectual worldview of humanistic, democratic, ecosystem values and personal qualities of self-sufficiency, autonomy, selfishness and mobility, which determines professional and management abilities and capabilities of public management of the organization of the educational process in education, science and innovation and responsibility for making managerial, educational and political decisions of socio-cultural harmonization of social, educational and scientific systems in the implementation of professional and managerial, pedagogical and/or further educational activities for professional development and employment during life. We theoretically justified and systematized *the structure* of professional competence of public management specialists as a set of qualities of specific attributes and characteristics of the ability of the specialist to implement the functions of public management and administration according to the state and institutional powers of the sphere of distribution for the purpose intended in accordance with the qualification certification defined by law – the triad of component personal, personified intellectual, professional, business properties of the personality with business activity, orientation, motivated communicative behavior, propensity to make managerial and expedient decisions in education, science and innovation as a component of the socio-cultural space; personal intelligence with academicism of system-analytical thinking, positively intellectual attitude to solve managerial tasks of organizing the educational process of professional training; speciality of business and volitional styles of mental and rhetoric, written speech reputation, work capacity, stress-emotional stability for professional implementation of teaching activities on the specifics of employment areas.

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