

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МІЖНАРОДНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ



МАТЕРІАЛИ
МІЖНАРОДНОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ

ПСИХОЛОГІЯ ЖИТТЄВОГО ПРОСТОРУ
ОСОБИСТОСТІ В СУЧАСНИХ УМОВАХ
КРИЗИ, ГЛОБАЛІЗАЦІЇ ТА ЦИФРОВОЇ
ТРАНСФОРМАЦІЇ СУСПІЛЬНОГО ЖИТТЯ

14-15 вересня 2023 року

Одеса – 2023

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Факультет лінгвістики та перекладу
Кафедра педагогіки та психології

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**CHARACTERISTICS OF MOTIVATION OF PUBLIC SERVANTS
REGARDING PROFESSIONAL DEVELOPMENT AND EDUCATION:
PSYCHOLOGICAL ASPECT**

In the conditions of the formation of a democratic and legal state, highly efficient public administration in all spheres of public service, without exception, should become its integral factor. However, paying attention to the rather difficult and responsible period of the formation of the Ukrainian state, the military aggression of Russia, the violation of the territorial integrity of Ukraine, the issues of ensuring the effective functioning of the public apparatus remain a priority for the country. At the same time, public administration of a fundamentally new, European level can be provided only by well-trained, educated employees. The professional education of public servants has its own specifics of implementation. The specifics are expressed in the specifics of professional activity, which is necessary to occupy a position in the relevant field, the specifics of the legal status of public servants, as well as a special work regime. The constant improvement of professional education is dictated by the rapid development and reformation of the management system, the improvement and development of the legal status of public servants, the change in their areas of activity and the importance of decision-making within their competence.

It is indisputable that in order for a public servant to successfully implement his tasks, skills and powers in the field of professional activity, there must be a continuous improvement of the level of professional competence and professional knowledge. In addition, continuous improvement of professional education for civil servants is mandatory according to the Law of Ukraine «On Civil Service» 2015. However, in addition to the normative establishment of the procedure and features of increasing the level of professional education, the personal desire of the employee, the system of

incentives for such training and the psychological moment of motivation for the constant improvement of professional education and competence are extremely important. Motivation makes it possible not only to adjust management activities, which is currently one of the priorities, but also helps to predict prospects for further development and achievement of set goals [3, p. 196].

There are many definitions of motivation in the literature, but they all define the process that occurs inside a person and prompts him to act, forcing him to behave in a certain way in a specific situation. The behavior of the individual, as a rule, is directed by his strongest need at the moment, which he seeks to satisfy, at the same time activating all his energy and capabilities. Motivation is understood as the forces that exist inside and outside of a person, which arouse enthusiasm and persistence in performing certain actions [2, p. 39]. The motivation of public servants affects their productivity and orientation to achieve organizational goals.

It is worth noting that motivation as a mechanism for increasing the efficiency of public administration has a complex nature and close connections with other mechanisms of management, political, legal, organizational, and is also related to the employee's psychological attitude to the situation and conditions that arise in the process of such training. Therefore, it is important to have a comprehensive approach in the process of formation and normative consolidation of the mechanism of professional education for employees of the security and defense sphere. The psychological factor of perception by public servants of their profession as an activity that has a public nature and requires constant improvement of professional skills and abilities, which are necessary for the performance of the tasks and powers assigned to them, is extremely important. Motivation should be expressed in a direct relationship between professional activity and prospects for career growth and pension provision.

In the complex of psychological features of motivation regarding the need to increase the level of professional training of public servants, several groups can be distinguished that require special consideration [1]. Acmeological features belong to the first group of psychological features – features of motivation related to the age range of employees and a description of their psychological characteristics capable of

learning and obtaining relevant information, which provides the opportunity for professional improvement of competence, attitude to distance learning, etc. After all, age affects the choice of types and forms of raising the level of professional education and the results of acquired knowledge and skills. In particular, for employees of the security and defense sector, who already have a certain length of civil service, relevant titles and occupy management positions, the motivation is to master a new form of education (for example, distance learning or coach-learning) and the opportunity to get acquainted with the special characteristics of managers-leaders, etc. The flow of cognitive processes during the period of increasing the level of professional education can be attributed to the second group of motivational features. Since such processes, which can be imagined as a logical and meaningful sequence of information processing actions, in this case, the motivation can be a clear awareness that the result of increasing the level of professional education must necessarily be a promotion in the official career, occupying a higher position or it is possible to receive a certain reward as a result of the manifestation of high professional competence. Affective processes belong to the third group, which is the most important and most extensive group, which reveals the essence of motivation to increase the level of professional education [4]. These are usually feelings and premonitions, desires and impulses, impressions and experiences associated with professional activity, making important decisions and responsibility for the position held. Affective processes are most sensitive to the motivation of professional education and continuous improvement of the level of professional competence through training, internship, etc. At the same time, having a good idea of what knowledge, skills or abilities may be needed in professional activity, taking into account its features, the civil servant of the relevant field chooses his own motivational trajectory.

Thus, it is worth noting that the sphere of providing public service is one of the priority spheres of public administration, it needs employees who are professionals, have theoretical knowledge and practical skills for their implementation, are stable and enduring physically and psychologically. Public servants who are ready to improve

their professional knowledge and skills have a clear motivation for professional growth and development.

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