

**PECULIARITIES OF FUNCTIONING
OF MECHANISMS OF PUBLIC GOVERNANCE
IN THE FIELD OF CONTINUOUS EDUCATION**

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Abstract. The main purpose of the study is to highlight the features of the formation of the system of continuing education and education in general in Ukraine and foreign countries. The views of scientists on the importance of continuing education for the development of society are analyzed. The role of the state and government institutions in the implementation of reforms of secondary and higher education, for the innovative development of each individual and adaptation to the need to learn throughout life. The action of mechanisms of public management of the system of continuous education in the conditions of innovative development of society is analyzed. A project on integration between secondary and higher education institutions has been introduced to study the main problems of acquiring quality education in the context of the Reformation, as a favorable environment for the development of continuing education. On the example of an integrated educational institution, the effectiveness of mechanisms of public management of the system of continuing education and quality assurance of education in the application of innovative educational technologies, as well as the latest forms and methods of teaching.

1. Introduction

In the innovative world, the meaning and role of knowledge in modern reality is transformed by actualizing the issues of changes in the education system. Today, education is universal and affects the development of society. The innovative development of civilization depends on new types of socio-

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economic relations, thus forming new ways of governing. Therefore, it is possible to observe changes in the management of society and a particular person, using his knowledge and thinking.

It should be noted that a key component of state social policy is educational policy in the field of continuing education to ensure favorable conditions for general and professional development of the individual, which at the state level should ensure the functioning of the mechanism of expanded reproduction of professional and cultural potential. Therefore, we can assume that lifelong learning affects the formation of a holistic innovation environment, which scientists believe is an important factor and condition for international cooperation in education and solving global problems of today [11]. All this enhances the relevance of research on the development of continuing education in Ukraine and the impact of public administration on this process through effective mechanisms and tools.

The purpose of this study is to analyze the implementation of mechanisms of public management of the system of continuing education, to identify the functional role and features of the design-analytical mechanism in the system of continuing education in the context of innovative development of society.

2. Mechanisms of public administration and features of their influence on the formation of the environment of continuing education

Continuity of education acts in the modern cultural and educational context as an idea, the principle of learning, the quality of the educational process, the condition of human development [3].

According to UNESCO, the priority of education is to provide people with the ability to live in a rapidly changing modern society. The main guidelines of policy in the field of adult education are citizenship, social mobility, broad participation in society. The specificity of education is that its contingent are people of working age who combine learning activities with personal participation in various fields of practical life [4, p. 8]. Therefore, there is a need to improve the mechanism of public management of the system of continuing education in the introduction of continuing education, educating society in national culture in the context of continuing education.

The concept of continuing education has become a catalyst for changes in the educational paradigm in the developed world and is now being

intensively introduced into the practice of modern life in Ukraine. The importance of continuing education for humanity, and in particular for our country is caused by the need to solve global problems of today based on the use of creative potential of the individual, because education is a mechanism for expanded reproduction of its professional potential [6, p. 288].

During the analysis of the term “management mechanism” in management sciences, Yu. Surmina expresses his opinion in the Encyclopedic Dictionary of Public Administration [12, p. 425], noting that there are two approaches to public administration. The first approach is a legacy of industrial development and totalitarian systems of government, when such concepts as “belts”, “levers” and others, which are characterized by a mechanistic paradigm, were widely used. The second approach, according to which the management mechanisms means the internal arrangement of the management system, which determines the order of management. Management mechanisms are objects, processes, phenomena that provide the management process.

Kharkiv specialists in public administration [8, p. 421], in the same Encyclopedic Dictionary, define the mechanisms of public administration, which are characterized as ways to resolve contradictions of the phenomenon or process in public administration, consistent implementation of actions based on fundamental principles, goal orientation, functional activity using the appropriate forms and management methods. Mandatory components are: goals, principles, functions, methods, information, technology and technical means, and depending on the means used in specific mechanisms of public administration, they can be political, economic, social, organizational and legal, as well as complex in accordance with the main areas of social activity.

At the same time, the mechanisms of public administration by areas of influence play an important role in the formation and development of both the educational environment and each individual in the context of continuing education for the development of an innovative society (Figure 1).

Thus the complex mechanism of public management of system of continuous education should be constructed so that its functioning provided strengthening of integrity of the corresponding system for what it is necessary to choose an optimum level of acceptance of administrative decisions.

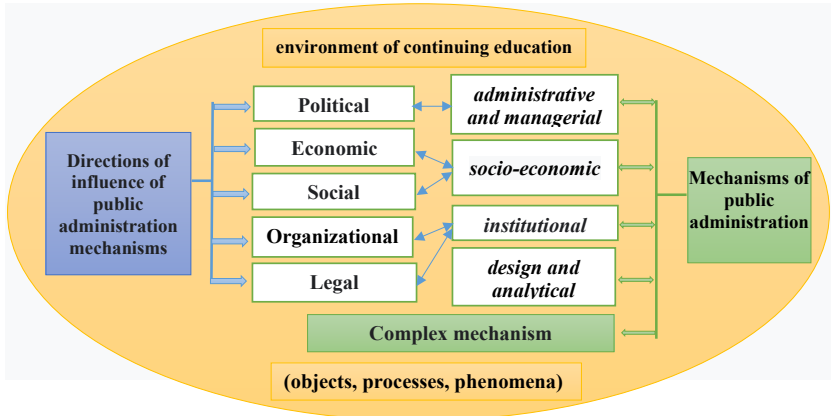


Figure 1. Directions of influence of mechanisms of public management on the person at formation of the environment of continuous education in the context of development of an innovative society

This mechanism should facilitate the implementation of basic general and specific management functions, not contradict the logic of the decision-making process, ensure the interests of the object and the subject, as well as other stakeholders (especially the population as a source of power and the main consumer of management and social services), to create conditions for the rational distribution and cooperation of labor, to ensure the coordination of powers and responsibilities of all participants in the relationship, as well as the purposeful operation [9, p. 375].

In the context of institutional support for the functioning of the system of continuing education in Ukraine, it is necessary to indicate the existence of a legal framework for its implementation in practice. Yes, in Art. 6 of the Law of Ukraine “On Education” among the principles of state policy in the field of education and the basic principles of educational activity – “promoting lifelong learning” [10];

It should be noted that the effective factors in the institutionalization of continuing education in the domestic educational space can also include the influence of the international community, as indicated by scholars: “Official documents have appeared:” American Education for the XXI Century “ (France), “Search for models of education for the XXI century” (Japan),

etc., which are based on the idea of continuing education. Its relevance is evidenced by the normative documents of international organizations: UNESCO, 290 Public Administration of the XXI century: a look into the future Institutional principles of socio-humanitarian development of the EU, UN, International Labor Organization, CoE, etc.” [2].

At present, there is an urgent need to introduce radical changes in the context of continuing education, with the aim of innovative integration into the international educational space. To form areas of non-traditional types and forms of educational activities, to determine their effectiveness and the possibility of explication and extrapolation in educational institutions of different levels in Ukraine is possible through project management.

Today, project management is one of the most relevant and advanced management technologies, which is constantly evolving. Many areas are used in project management, but this concept has not yet been widely used in government.

The project in the public sphere is understood as a set of interconnected logically-structured tasks and measures, arranged in time scale, which are aimed at solving the most important problems of the state, individual sectors of the economy, administrative-territorial units or territorial communities, organizations and institutions. in terms of financial and other resource constraints in a timely manner. Project management in the public sphere is a process of institutionalization in a program-targeted format of ways of intervention of state authorities or local self-government bodies in social reality in order to solve a public problem. At the same time, in conditions of limited time and resources, unique products or services are created that have not been developed before and differ from existing analogues [13].

In the project analysis of Kalnytsky A.E. and Kalnytska M.A., one of the traditional methods of project management is the division of the project into classical stages (Figure 2).

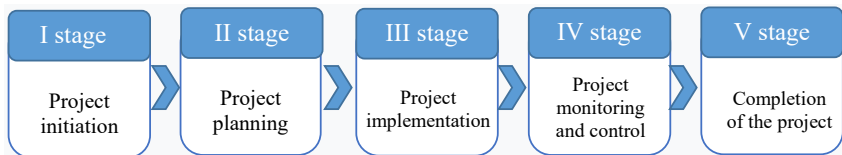


Figure 2. The traditional division of the project into classical stages

In most sets of knowledge on project management are identified as follows:

Stage I – the initiation of the project – the search for a new innovative idea, its formulation and assessment of opportunities for implementation and the consequences of its implementation, comparison of resources spent with the volume and quality characteristics of the achieved goals.

Stage II – project planning – defining the ultimate goals of the project, the formation of project objectives and individual works to achieve the ultimate goals with the definition of responsible and deadlines for each work with the rationalization of the project plan.

Stage III – project implementation – the organizational stage in which the project team implements the planned actions, controlling the timing of their implementation and resource costs.

Stage IV – monitoring and control – is to identify control points of the project and verify compliance with the planned and actual indicators of project implementation, as well as systematic reporting of those responsible for the implementation of the project.

Stage V – completion of the project – summarizing the project, the final formation of final reports, analysis of the shortcomings of the project [5].

Examples of public administration projects by classification are the following:

– Building energy efficiency project – megaproject, social, implemented at the level of the state, region, local communities, carried out with the involvement of individuals and legal entities

– Affordable Housing Project – a mega-project, social, implemented at the level of the state, region, local communities.

– Project “Children of the Dnieper” – a multi-project, social, implemented at the level of local communities.

– Project “Participation Budget” – a multi-project, social, implemented at the level of local communities.

The application of modern methods of project management is the best, proven way to quickly and effectively implement change with the involvement in the management process of society or a group of people who are considered leaders of public opinion.

Azarenkova G.M. and Piskunov R.O. note that on the basis of project management methodology it is possible to develop projects in any area of public administration.

In the political sphere, these are draft legislation and legal regulation, improvement of the institution of power, and so on.

In economic – reforming and creating new enterprises; fuel and energy systems development projects; creation of ecological systems of regions; projects of demonopolization, development of the private sector; financial system rehabilitation projects, etc.

In the social sphere – insurance and social security projects, housing projects, pension projects. Equally important are educational projects, health and health care projects, projects to overcome technological backwardness and many others [1].

Therefore, we can conclude that the development and implementation of projects and programs at the state level in the field of non-traditional types and forms of educational activities of the continuing education system is today one of the most effective vectors of public administration. Project management in educational institutions of different levels will increase the effectiveness of combating such problematic aspects of state project implementation as blurred project implementation deadlines, revision of project implementation estimates, terms of reference, etc. Thus, project management in the system of continuing education should ensure a clear process of implementation of project implementation plans in order to achieve the strategic goals of the state in a timely manner and taking into account limited resources.

Therefore, for the formation of knowledge, skills, rational behavior, ways of critical thinking and the acquisition of other competencies necessary for a competitive individual, it is important to explore the forms, methods and consequences of public administration mechanisms in modern educational activities.

Before planning and implementing a research project, the implementation of the Tuning and CoRe-2 projects was analyzed, which aimed to contribute to achieving the main goals of the Bologna Process by transforming traditional bachelor's and master's degrees and reconstructing the logic of relevant educational programs. The tuning activities were continued by the European Networks of the European Commission and the Council of Europe / UNESCO, responsible for the recognition of academic and professional qualifications – ENIC / NARICs. Tuning worked on new and radical changes in the description of educational programs. Educational

programs leading to bachelor's and master's degrees are no longer described solely in accordance with their content.

The CoRe-2 project provides guidelines as a practical tool for creating profiles of degree programs and formulating lists of program competencies and learning outcomes. This created greater transparency of the results of educational programs, facilitating the process of their recognition.

Guidelines for these projects help to remove barriers to mobility and unimpeded access to further training or the labor market.

According to the results of the above projects, recommended programs of updated key competencies for lifelong learning, the concepts of the New Ukrainian School give grounds to emphasize the importance of educational training of high school students on the basis of competence approach in various spheres of life. In addition, the Tuning project identified the importance of general, integrated and innovative professional competencies of specialists based on a survey of graduates and employers in a particular field.

Respondents, according to the results of the survey, noted the following competencies:

- ability to solve problems, to learn;
- ability to work both independently and in a team;
- ability to apply knowledge in practice;
- ability to adapt to new situations;
- ability to succeed;
- ability to generate new ideas (creativity);
- ability to criticize and self-criticize;
- information management skills;
- basic computer skills;
- interpersonal skills and abilities;
- oral and written communication in the native language;
- ability to interact (work in an interdisciplinary team) and make decisions;
- ability to communicate with experts from other fields [15].

The program of key competences for lifelong learning, approved by the European Parliament and the Council of the European Union, focuses on the competences:

Personal literacy:

- language

- mathematical
- digital
- social
- civil
- business
- cultural awareness and self-expression

Science:

- training
- technological
- engineering

These competencies are needed to expand employment opportunities [14].

The Concept of the new Ukrainian school defines the following key competencies of student youth:

- the ability of students by means of the Ukrainian language to successfully interact in the process of solving age-old life problems;
- the ability and inner need to independently acquire knowledge and develop skills in accordance with the goals for self-improvement and self-realization;
- the ability of an individual to apply mathematical skills in real life, to work with numerical information;
- ability to navigate in the information space, to own and operate information according to needs, to use ICT in education and everyday life, to find, process and systematize information;
- ability to be open to innovations, to realize oneself in the changing technological, life, educational and work environment;
- the ability to understand the information environment, critically analyze the necessary information, transform, store and broadcast it and act in accordance with their goals and accepted in society communication ethics;
- ability to plan, self-organize and organize entrepreneurial activity, to implement ideas in the sphere of economic life, to resolve conflict situations, to make decisions, to take responsibility, to form models of behavior necessary for successful solution of urgent production problems;
- ability to take an active position in life in matters of environmental protection and to adhere to a healthy lifestyle and promote it;
- awareness of civic duty and responsibility, ability to exercise civil rights and responsibilities;

– ability to consciously perceive cultural heritage as a value, analyze and evaluate the achievements of national and world culture, navigate in the cultural and spiritual context of modern society, apply traditional methods of self-education for the culture of the Ukrainian people [7].

The above requires appropriate training of competitive professionals in institutions of all levels of education, which can be achieved by integrating continuing education in various fields of knowledge on the basis of interaction between the general education unit directly in the structure of higher education.

The above emphasizes the relevance and timeliness of the study of project management methods to improve the mechanisms of public administration of continuing education in terms of innovative development of society, which we adapt to the realities of continuing education on the basis of the University of Customs and Finance.

3. Practical application of the design-analytical mechanism in the system of organization of continuing education in Ukraine

Our study is based on practical materials and is part of the already implemented project “separate structural unit” Scientific Lyceum of International Relations II-III degrees “of the University of Customs and Finance” in which the author was directly involved.

This necessitates the creation and implementation of a continuing education project between a secondary school and a higher education institution.

The study initiated the creation of a project in the context of improving the mechanisms of public administration of continuing education, designed, inter alia, to promote the formation of key competencies in future students with gradual adaptation to higher education, as well as improving competencies in high school students in various subjects and profiles. training to choose a future profession to improve the mechanisms of public management of the system of continuing education in terms of innovative development of society.

Initiation and planning of the research project is based on the Laws of Ukraine “On Education”, “On Complete General Secondary Education”, “On Higher Education” and the Resolution of the Cabinet of Ministers of Ukraine of May 22, 2019 № 438 “On approval of the Regulations on Scientific Lyceum” (Figure 3).

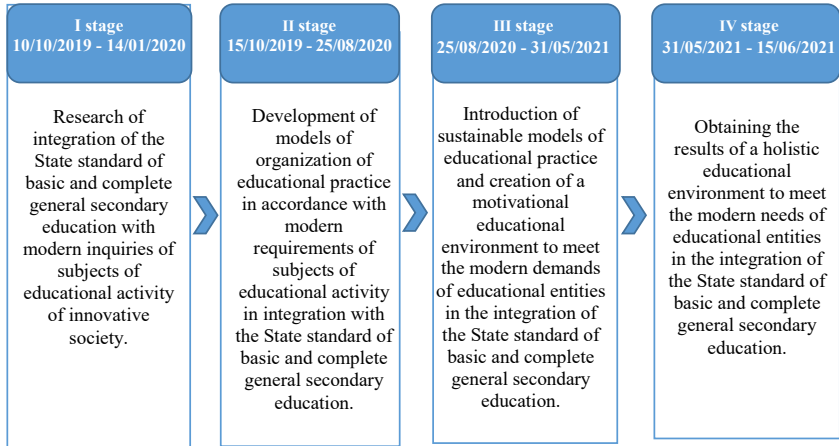


Figure 3. Terms and stages of project implementation on the research topic

The fundamental basis for the implementation of the research project are the Laws of Ukraine: “On Education”, “On Higher Education”, “On Complete General Secondary Education” and Concepts: “New Ukrainian School”, “Development of Teacher Education”, “Profile Education in High School”.

Consider the specifics of the organization and individual results of the project of continuing education between the secondary school and the institution of higher education.

For the gradual adaptation of future students to study at a higher educational institution, the main directions of the project were identified, which fully comply with the legislation of Ukraine:

- professional profile;
- adaptive;
- educational;

The University of Customs and Finance by the decision of the Academic Council Protocol № 2, dated August 30, 2019, implemented a project for research: “separate structural unit” Scientific Lyceum of International Relations II-III degrees “University of Customs and Finance” indicating changes in the structure University of Customs and Finance.

During the project implementation, licenses were obtained to conduct educational activities at the level of basic secondary education with a licensed volume of 210 people and to conduct educational activities at the level of specialized secondary education with a licensed volume of 210 people.

Given the goals and objectives of continuing education at the state and interstate levels, a key component of state social policy is to ensure the functioning of the mechanism of reproduction of society's potential in terms of its innovative and rapid development. Therefore, education and continuing education should become a key task for each individual of society, as a national culture.

Therefore, during the analysis, the directions of activity of the separate structural subdivision "Scientific Lyceum of International Relations of II-III degrees" of the University of Customs and Finance were formed to fulfill the state task:

- ensure the availability of education as a system of values of the modern state;
- ensure the quality of education in the context of the implementation of the National Strategy for Education Development;
- to achieve educational results that meet the modern needs of students, society and the state.

The tasks of the activity of a separate structural subdivision "Scientific Lyceum of International Relations of II-III degrees" of the University of Customs and Finance, to meet the demands of the subjects of the educational process:

- to ensure the intellectual development of students, their development of the fundamental foundations of scientific activity and competencies in accordance with the requirements of the state educational standard;
- expanding opportunities for talented and gifted children to participate in municipal, regional and national stages of competitions, contests, creative exhibitions, scientific conferences;
- develop a set of measures for career guidance of students in the framework of network interaction with the University of Customs and Finance and create conditions for their successful socialization;
- bringing the educational needs of schoolchildren in line with the labor market on the basis of a person-centered approach;

- to improve the forms and methods of educational work that contribute to the moral development and upbringing of the child as a citizen of Ukraine;
- improving the conditions to meet the needs of teachers in socio-professional and personal self-realization, for the conditions of pedagogical creativity, as well as the creation of a democratic and friendly atmosphere in the teaching staff;
- constantly work on improving the system of continuing education for all participants in the educational process;
- creating conditions for providing quality education, developing children's abilities, preparing them to solve life and professional problems.

During the implementation of the project “Separate structural unit” Scientific Lyceum of International Relations II–III degrees “of the University of Customs and Finance”, as an improvement of the mechanism of public administration of continuing education, the institution was guided by the Constitution of Ukraine, UN Convention on the Rights of the Child. Laws of Ukraine “On Education”, “On Complete General Secondary Education”, other legislative acts of Ukraine, resolutions of the Verkhovna Rada of Ukraine, acts of the President of Ukraine, the Cabinet of Ministers of Ukraine, orders of the Ministry of Education and Science of Ukraine, other central and local executive bodies other regulatory documents.

The main purpose of the lyceum were: providing quality educational services, ensuring state standards, comprehensive development, education and socialization of the individual as the highest value, his intellectual, creative and physical abilities, capable of living in society and civilized interaction with nature, striving for self-improvement and lifelong learning, ready for conscious life choice and self-realization, responsibility, work and civic activity.

Acquisition of specialized secondary education provided special specialized training based on a combination of the content of education defined by the standard of specialized secondary education and in-depth study of individual subjects, taking into account the abilities and educational needs of students.

Achieving the goal was ensured by forming the key competencies needed by every modern person for a successful life:

- fluency in the state language;
- ability to communicate in foreign languages;

- mathematical competence;
- competencies in the field of natural sciences, engineering and technology;
- innovation;
- environmental competence;
- information and digital competence;
- lifelong learning;
- civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with an awareness of equal rights and opportunities;
- cultural competence;
- entrepreneurship and financial literacy;
- other competencies provided by the State Standard of Education.

The main principles of educational activities of a separate structural unit “Scientific Lyceum of International Relations II–III degrees” of the University of Customs and Finance were:

- ensuring the quality of education and the quality of educational activities;
- ensuring equal access to education without discrimination on any grounds, including on the basis of disability;
- ensuring universal design and reasonable adaptation;
- transparency and publicity of making and implementing management decisions;
- inseparable connection with world and national history, culture, national traditions;
- freedom in choosing the types, forms and pace of education, educational program, educational institution, other subjects of educational activity;
- academic integrity;
- academic freedom;
- financial, academic, personnel and organizational autonomy within the limits set by law; – humanism; – democracy;
- unity of education, upbringing and development;
- education of patriotism, respect for the cultural values of the Ukrainian people, its historical and cultural heritage and traditions;
- formation of a conscious need to comply with the Constitution and laws of Ukraine, intolerance of their violation;

Chapter «State administration»

– formation of respect for human rights and freedoms, intolerance of humiliation and physical or mental violence, as well as discrimination on any grounds;

– formation of civic culture and culture of democracy;

– formation of a culture of a healthy lifestyle, ecological culture and caring for the environment;

– non-interference of political parties in the educational process;

– non-interference of religious organizations in the educational process;

– versatility and balance of information on political, ideological and religious issues;

– promoting lifelong learning;

– integration into the international educational and scientific space;

– intolerance of corruption and bribery.

The University continues to carry out educational activities in the field of complete general secondary education under the implemented project to improve the mechanisms of public administration of the system of continuing education:

– at the level of basic secondary education;

– by the level of specialized secondary education;

Grounds: order of the head of the Regional State Administration dated 14.01.2020 № p-11/0/3-20.

Table 1

List of classes and number of students

Class	Number of classes	Study profile		
		Economics	Jurisprudence	Foreign language
8	2	3	6	38
9	1	6	7	18
10	1	1	2	13

There is a constant control over the University's compliance with the Licensing conditions for educational activities, approved by the Resolution of the Cabinet of Ministers of Ukraine dated 30.12.2015 for № 1187 (as amended).

The project to improve the mechanisms of public management of the system of continuing education "Separate structural unit" Scientific Lyceum of International Relations II-III degrees "of the University of Customs and

Finance” (hereinafter – the Lyceum) provides educational services for students 8-11 (12) classes with pre-profile and profile training.

The priority tasks of the lyceum were:

– ensuring the realization of the right of citizens to full general secondary and preschool education;

– education of a citizen of Ukraine;

– education of respect for the family, respect for folk traditions and customs, state and native languages, national values of the Ukrainian people and other peoples and nations;

– formation and development of a socially mature, creative personality with a conscious civic position, a sense of national identity, a personality prepared for professional self-determination;

– educating students to respect the Constitution of Ukraine, state symbols of Ukraine, human and civil rights and freedoms, self-esteem, responsibility before the law for their actions, a conscious attitude to the responsibilities of man and citizen;

– development of the student’s personality, his abilities and talents, scientific worldview;

– fostering a conscious attitude to one’s own health and the health of other citizens as the highest social value, forming the foundations of a healthy lifestyle, preserving and strengthening the physical and mental health of students;

– creating conditions for mastering the system of scientific knowledge about nature, man and society;

– creating conditions for students to acquire knowledge above the state minimum;

– implementation of scientific and practical training of talented youth;

– providing students with opportunities to implement individual, creative needs, providing conditions for mastering the practical skills and abilities of scientific, experimental, design, inventive, innovative activities, a certain level of training;

– search and selection for training of talented youth;

– updating the content of education, development and testing of new pedagogical technologies, methods and forms of teaching and education.

During the period of work of the Lyceum (2019–2021) there were no grounds for suspension and/or early termination of the state task. There

were no instructions from the bodies exercising state control (supervision) in the field of education and reports on their implementation for the period 2019–2021.

The lyceum is fully staffed with teachers. The qualification of pedagogical workers meets the tariff and qualification requirements for the positions of employees of secondary schools and job descriptions.

42% of members of the teaching staff have basic and 58% – the second, first and highest qualification categories. 90% of teachers have passed the planned training in accordance with the requirements.

The share of young teachers under 30 in the team is 37%.

The state task in accordance with the indicators of reporting on its implementation is implemented in full.

The workload of students is evenly distributed throughout the day, different activities change each other, which avoids overloading children. This is the alternation of lessons with dynamic breaks, sports and cultural activities, development, play, leisure activities.

Integrated security in the Lyceum is a set of activities carried out in cooperation with the founder, law enforcement agencies, other support services and public (charitable) organizations, ensuring the safe operation of the Lyceum, as well as the readiness of staff and students to act in emergencies.

The Lyceum has a system of working with gifted children and children with certain abilities. Within the framework of this system, additional education programs are implemented, which provide individual achievements of students in all areas of additional education.

The analysis of activity and competences on the directions used in educational activity of separate structural division “Scientific lyceum of the international relations of the II-III degrees” of University of customs business and finance is formed:

- digital competence – teachers and students with successfully formed digital competence assess the benefits and risks of using information technology;
- information competence – teachers and students find, analyze, summarize, logically organize and process the obtained data to create an information model of objects and processes of the real world;
- information products – teachers and students working individually or in collaboration with other external or internal persons using digital competencies create information and innovation products;

– professional speech competence – the teacher forms an integral significant personal characteristics of the student, combining values, aspirations for speech development and self-development, functional speech, linguistic knowledge, professional speech skills, verbal and nonverbal communication skills, abilities, abilities

which provide dialogic interaction with participants of the educational process and effective solution of problems on the formation of language personality for further learning and use in further activities;

– mathematical competence – the teacher forms an integral characteristic of personality, based on a set of mathematical knowledge, skills, experience gained in the study of mathematical disciplines, which is manifested in the ability and willingness of students to apply mathematical knowledge for further study and activities;

– social competence – teachers and students working individually or in cooperation with other external or internal persons create communication networks in various fields for further quality choice of professional activity;

– civic competence – teachers and students, analyze, summarize and provide dialogue with participants in the educational process and effectively solve problems of forming their own position, taking into account the innovative development of society;

– entrepreneurial competence – teachers and students, based on scientific analysis of technology and engineering, form integrated products obtained during the educational process to promote and promote their own position, taking into account the needs of society;

– cultural awareness and self-expression – teachers and students, form a description of knowledge, skills, skills gained in the educational process, logically organize and process the data to create an information model for further learning and use in further activities;

Educational work was carried out in accordance with the Comprehensive Plan for the organization of the educational process at the University of Customs and Finance for each academic year in the following areas:

- 1) organizational and methodological;
- 2) national-patriotic;
- 3) legal education;
- 4) cultural and mass work;
- 5) sports direction.

Organizational and methodological direction is represented by the institute of curatorship and student self-government.

The Lyceum has created a body of student self-government – the Parliament, the composition of which was created in the 2020–2021 academic year.

National-patriotic education of students was carried out through the following activities-projects, such as “We speak Ukrainian correctly”, writing the National Language Radio Dictation.

Accounting and analysis of the interests of parents, students and teachers orients the Lyceum to create a complex model of educational quality. Among the educational demands of parents prevails to ensure the continuity of education – continuity. It is important for parents to study in depth the subjects of the social and humanitarian cycle

(history, philosophy, political science, social sciences, art history, jurisprudence, economics, economic geography, languages, literature, etc.) and the organization of research and experimental activities of students in the relevant field of knowledge.

The material and technical environment of the Lyceum provides individual educational routes of each student in different areas of their interests: 3D modeling, learning foreign languages, project activities, artistic creativity, research and sports. The close cooperation of the Lyceum with the University of Customs and Finance allowed to expand the educational space of the Lyceum.

In 2020, special attention was paid to the possible difficulties of teachers in implementing scientific and international projects.

The analysis of the questionnaire showed that:

– 50% of teachers who work with the implementation of scientific activities, have difficulty planning goals for the year, as there are certain deadlines for cooperation with the IAS.

– 40% have difficulties in implementing international projects “Lyceum Grants”.

– 23% – on the implementation of innovative teaching of educational programs in quarantine conditions through COVID-19.

The results of assessing the level of satisfaction of society (students, parents, community members and others) have reached the level of satisfaction of parents with the quality of educational activities of the Lyceum in the structure of higher education.

In the 2020–2021 academic year, 78% of parents evaluated the work of the Lyceum on the following indicators: 5 points = 100%.

The survey was conducted in the form of a questionnaire, the results were obtained in% (Figure 4).

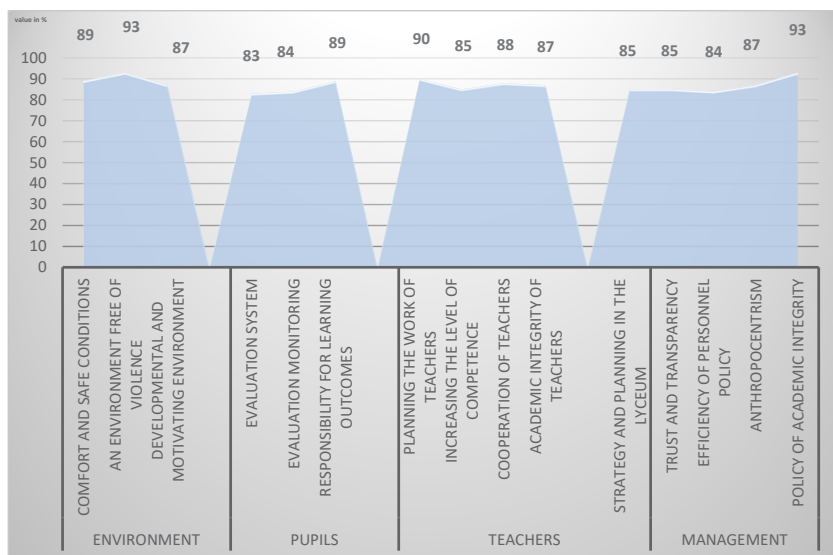


Figure 4. Assessment of the level of activity of the Lyceum in the structure of the higher educational institution

The culturological component of the identification of modern society allowed to propose a new formulation of the mission of the Lyceum as a general educational institution in the university structure, which is focused on maintaining the role of quality specialized education, as the most important condition for successful socialization of the child. political), as well as requirements for the quality of their own research, discipline and productivity inresearch, responsibility for the effectiveness of their own research and their impact on human life and health and the environment, courage in defending their own opinions and views, the ability to make rational decisions and hypotheses, tolerance for criticism, other views and opinions in modern society.

Unfortunately, the traditional forms and content of educational activities lose the opportunity for children to “social elevator” in society, a high level of traditional education loses its motivational ability, locking itself within the educational process. This can be changed only by a new model of education focused on the success of the child in the cultural space of the social environment, which can provide the integration of public administration mechanisms between higher education and secondary education II-III levels of educational activities, thus forming a system of continuing education from school to higher educational institution and throughout life.

This success is based on identifying and supporting the internal motives of development and individual abilities of the child, their professional implementation in independent activities, which provides high results, recognized in modern society.

All this allows us to formulate the mission of the Lyceum – to see the talent in each child, to enable its potential to unfold, to educate a new intellectual elite. This will preserve the role of education in the social development of a talented child as an important factor in his personal success and public recognition of the results of his activities.

The invariant goal of the Lyceum development, as a part of the system of continuous education, is the effective fulfillment of the state task for the provision of educational services in accordance with the requirements of the legislation and interdisciplinary relations with the university departments.

The variable goal of the Lyceum development is aimed at satisfying the educational needs of educational entities and persons interested in education in accordance with the requirements of the legislation and participation in scientific activities introduced by the university.

This goal is determined by the peculiarities of the continuity of educational needs of the subjects of educational activity, to achieve it the teaching staff of the Lyceum must continuously solve the following tasks:

- to improve the model of effective work of public administration bodies with individual support and development of talented students and to declare its innovative nature in professional competitions of pedagogical skills;
- to ensure a quality transition of the Lyceum to the implementation of new state standards of specialized education in compliance with the continuity of all levels of education;

– work out different models of individual education of talented students on the basis of the optimal combination of in-depth study of individual (profile) subjects with a wide range of additional education;

– to develop a system of necessary conditions that ensure the continuity of support and development of talented children at different stages of learning, in high school, family and social environments, in heterogeneous learning teams;

– to provide all categories of employees of the Lyceum with improvement of psychological and pedagogical qualification in work and necessary support in procedures of attestation for qualification categories;

– to provide a qualitative increase in the effectiveness of psychological, methodological, social, pedagogical, medical support of active forms of development of talented students (research, social, art projects);

– to improve the system of professional self-determination of students on the basis of establishing network interaction with the University of Customs and Finance, summer career guidance practice for students of 10th grades, which will result in a set of problem-solving competencies, knowledge of the norms of behavior that exist in the rules of the “social elevator” for future graduates of the Lyceum;

– to improve the forms and methods of the system of spiritual and moral development and upbringing of a child as a citizen of Ukraine in cooperation with the family and society.

The project concerns issues and scientific terminology. In particular, during the implementation of the project “a separate structural unit” Scientific Lyceum of International Relations II-III degrees “of the University of Customs and Finance” were identified such basic concepts as: “general structural subdivision of a higher education institution”; “University – Lyceum Management”; “Educational environment” lyceum-university “; “Digital motivation”.

The concept of “general structural unit of higher education” provides educational, educational and research activities, career guidance during the educational process of II-III levels of general secondary education, as relevant priorities for the development of competencies in future students.

The definition of “university-lyceum” management is considered as a set of mechanisms of the system of continuing education aimed at personal development of objects and subjects of the educational process.

The concept of “educational environment” lyceum-university “is presented as an entity that purposefully affects the personal development

of high school students, ensuring their readiness to continue their education in higher education, the successful implementation of social and civic initiatives for self-realization.

Applying the term “digital motivation” we consider – the ability to comprehend existing and create new holistic knowledge, organize their own learning and communication activities, implement competitive educational projects, including through digital and information technology; to have free skills of dialogue communication with the scientific community, in particular within the educational environment of the lyceum-university.

The study of the specifics of the formation of the academic culture of the future student as a person is carried out through the prism of several aspects:

- The culturological aspect characterizes the state of formation and manifestations of academic culture of the future student-researcher.

- We consider the cognitive aspect from the standpoint of the theory of cognition, the creative environment for the formation of creative thinking of the future student-researcher.

- The technological aspect is due to the constant development of information technology and the constant spread of digital educational resources in the innovative world.

4. Conclusions

Approbation of the project in the context of improving the public management of the continuing education system through integration between the secondary school and higher education institution, it is advisable to organize taking into account the specifics of specialties prepared by higher education institution and perform on the basis of partnership pedagogy. Given the importance of preparing a student who not only has competencies, but also is able to form innovative products or research. It is important for the implementation and dissemination of the results of the work on the implemented project.

Practically significant and convincing conceptual approaches to the organization of continuing education in Ukraine at the national level for the formation of effective public policy in the field of continuing education, provided a comprehensive approach taking into account various aspects of development and their relationship, which requires further research with monitoring new implementations.

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