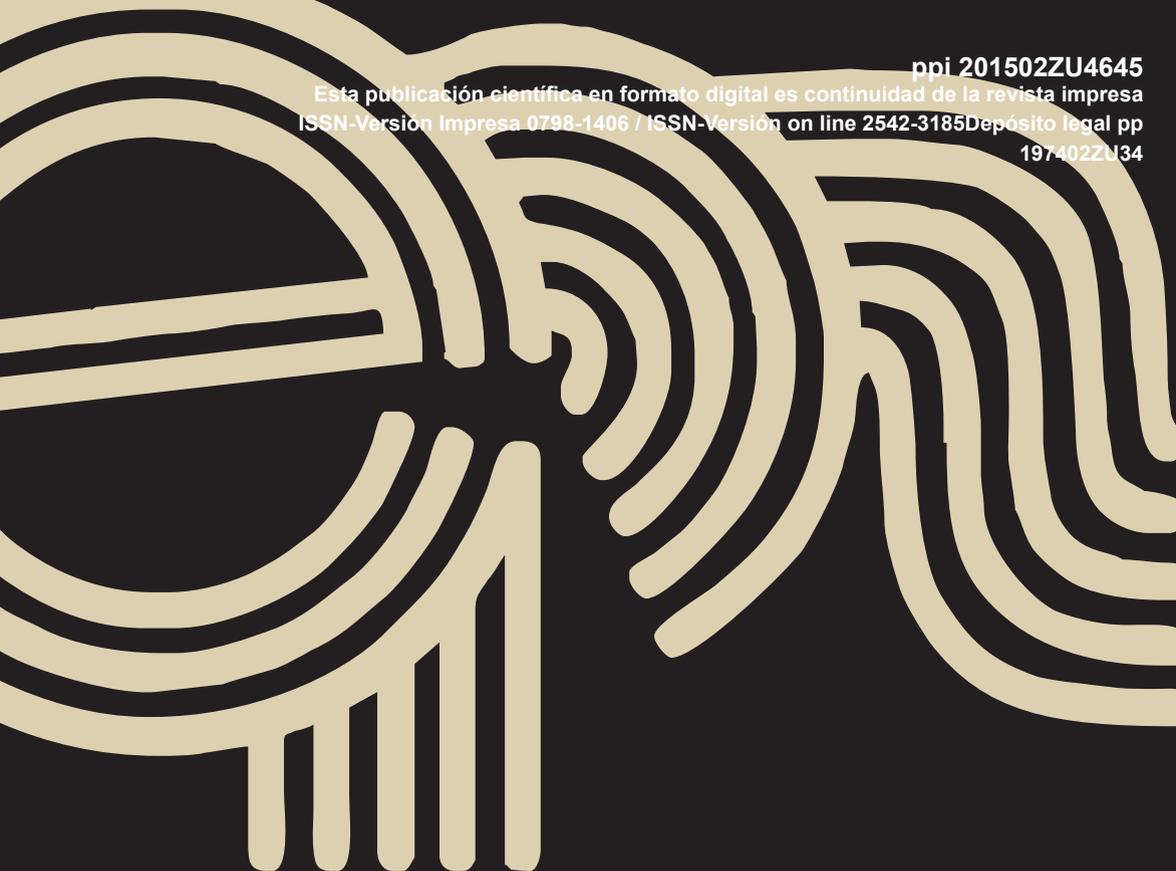


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The system of political education as an institute for the professionalization of politics

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Abstract

The institutions of political professionalization are: political parties, political education system, political media, institute of representation of group interests, among others. Political education is a powerful tool for the democratization of society and, more specifically, for the professionalization of the political class and political activity in general. This article offers a contribution to the strengthening of the social relevance of political science. It considers the social significance of political science as a matter of (non-)academic professional training and civic education of its graduates. Civic (political) education is teaching people how to live under the conditions of the modern state, how to comply with its laws, but at the same time not to allow the authorities to violate their rights. By reviewing scientific literature the article aimed to identify contradictions in the socio-cultural approach in

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the training of a specialist, as this has not been systematically studied in the training of a specialist in political science. It is concluded that it is in the educational system where the training of specialists takes place, since the effective recruitment of the political elite is a prerequisite for an effective and strong political system.

Keywords: political professionalization; political science; civic education; democratization; recruitment channel.

El sistema de educación política como instituto de profesionalización de la política

Resumen

Las instituciones de profesionalización política son: partidos, sistema de educación política, medios políticos, instituto de representación de intereses grupales, entre otras. La educación política es una poderosa herramienta para la democratización de la sociedad y, más específicamente, para la profesionalización de la clase política y de la actividad política en general. Este artículo ofrece un aporte para el fortalecimiento de la relevancia social de la ciencia política. Se considera el significado social de la ciencia política como una cuestión de formación profesional (no) académica y de educación cívica de sus egresados. La educación cívica (política) está enseñando a las personas cómo vivir bajo las condiciones del Estado moderno, cómo cumplir con sus leyes, pero al mismo tiempo no permitir que las autoridades violen sus derechos. Mediante la revisión de literatura científica el artículo tuvo como objetivo identificar contradicciones en el enfoque sociocultural en la formación de un especialista, ya que esto no ha sido estudiado sistemáticamente en la formación de un especialista en ciencia política. Se concluye que es en el sistema educativo donde se da la formación de especialistas, ya que el reclutamiento efectivo de la élite política es un requisito previo para un sistema político efectivo y fuerte.

Palabras clave: profesionalización política; ciencia política; educación cívica; democratización; canal de reclutamiento.

Introduction

Within the framework of the professionalization of political science, a specific complex of contradictions is resolved, for example, the degree of correspondence between a person and a profession, this correspondence

between concepts, such as readiness for work, is a condition for professional mastery, achieving high efficiency of activity. Two groups of criteria (objective, subjective) are used to assess the level. Subjective ones characterize the effectiveness of activities, that is, quality, reliability, timeliness, productivity.

The development of professional skills and abilities depends on the general level of intelligence, mental abilities, and special abilities. The concept is used in scientific concepts of economics and sociology. The professionalization of political science is a less researched issue. It is partially presented in the works of Ukrainian researchers (Political field of Ukraine in a situation of social crisis, 2020; Political process in independent Ukraine, 2022).

The problem of the professionalization of political science can be important for the formation of the concept of the history of political science, considering it as a criterion for the periodization of political science. The professionalization of science can be called the process of formal institutionalization of science through the formalization of its content.

We understand the professionalization of political science as a stage in the development of political knowledge that took place in parallel with the professionalization of sociology and economics. The content consisted of the formation of external and internal formalization. The external is defined in professional education, the emergence of specialized scientific periodicals, the creation of associative scientific organizations (Association of Political Sciences).

The internal, meaningful side is manifested in the activation of the structuring of science, the formation of a unified system of special scientific concepts, in applied research using formalized (mathematical) methods, and through the formation of a structure, a conceptual apparatus with the consolidation of categories (distinguishing the concepts of "government", "state", "policy", formation of own research methodology, according to which logical operations with objects are replaced by operations with symbols.

There is a need to note the areas of applied demand for knowledge in the field of political education.

1. Methods and materials

An analysis of the methodological foundations of contemporary political research would be incomplete without an exploration of the role of rationalist assumptions in the discipline. The construction of theoretical explanations must then be subject to the test of confirmation: The state of

political knowledge is paradoxical: existing as specialized and systemic in content, it is not always the property of those who need it.

Even its importance is underestimated not only by ordinary citizens. Does this mean that political science and its subject develop in parallel planes without crossing? Is professional political knowledge really necessary for practicing politicians, given the fact that a reliable relationship between a successful political career and the availability of political science education has not been empirically established? What are the modern approaches to understanding political professionalization?

The scientific literature on the topic can be divided into five four blocks: works devoted to the consideration of the mechanisms of recruitment of the political elite, based on the classic works of elitology by V. Pareto, G. Mosca and R. Michels; studies related to the recruitment of the political elite, in particular, are devoted to the recruitment of ministers, for example, Mills C.R., Osborne P. analyzed in detail the formal legal mechanism for entering the political elite through election or appointment to high public office (Mills, 2007; Osborne, 2008); literature that studies the education system as a channel for recruiting the political elite, determining the configuration of the political elite (W. Hoffmann-Lange, J. Higley, M. Barton, J. Daloz), sources representing the study of the issues of professionalization of certain groups of the political elite H. Best M. Cotta, L. Versicelli (Best, 2007; Cotta and Versicelli, 2002); a study of the political elite by Ukrainian political scientists (Bereza, 2012; Shulga, 2006; Golovaty, 2008; Kochubey, 2010; Kornievsky, 2014; Rudych, 2008; Political Science in Ukraine, 2016; Rudenko, 2018; Batrymenko, 2018).

2. Results

The concept of „professionalization” includes changes that accumulate in social practice as a result of the development of human activity, its acquisition of a professional character. These are changes that are inherent in a person and are formed in society as a result of the conjugation of a person and professional work. For this, the following concepts are used: „human potential”, ”human factor”, ”human-centered university”, ”universal values”, ”mechanism of human identification” based on a new educational paradigm (human-oriented, in demand by society, subject-personality-oriented).

Citizenship appears as a basic category of civic education and is defined as a quality feature of a citizen, accordingly, the concept of ”citizen” denotes the formal status of a person, which implies the acquisition of a certain set of rights and responsibilities. Citizenship indicates whether a person complies with his duties, whether he uses the rights granted and to what extent.

The concepts of “citizen” and “citizenship” are closely related to citizenship, another basic category that forms the basis of civic education concepts. According to V. Tsvikh, “citizenship is a quality feature of a citizen”. “Citizen” is the formal status of a person, which provides for granting him a certain set of rights and obligations, and “citizenship” is a qualitative sign of a person that indicates whether he complies with his duties, whether he uses the rights granted and to what extent volumes: “Civil competence is understood as a set of qualifying prerequisites both for exercising rights and for fulfilling duties that are determined by the status of “citizen” (civic education, citizenship education education for democratic citizenship, education for democracy)” (Tsvih, 2002: 104).

Results of good training practice senior management personnel are given: a system of stages, recruitment mechanisms, balancing, quality education, plurality ways, forms, sources recruiting frames. By the terms efficiency models training managerial top-level personnel are with the system, concept, quality education, meritocratically installations, criteria and promotion. For example, such features have practices educational trajectories British politicians. Most of them received education in Oxford or Cambridge for the Humanities character ohm by four m specialty pits: political scientists, jurisprudence, history, economics (narrow quantities).

For countries in transition, it is important to take into account the lesson that for creation quality managerial apparatus and attracting competent personnel to the political elite is necessary so that at least 10 % from Total funding systems higher education went on the socio-humanitarian direction. By experience Great Britain and France representatives this directions are most numerous group political elit. It explained profile political and managerial, legislative activity of faculties.

A conceptual pattern of recruiting the political elite has been formed. Mathematical methods are used in the analysis of the turnover and generations of the political elite in Great Britain and France on the basis of a uniform circulation of the elite. So statistics help to determine that in Great Britain, unlike France, there is not a single cabinet, consisting entirely of members of the previous one.

Thus, it is important for countries in the transitional period with different institutional designs to form mechanisms for effective interaction between the education system and the political system. By applying a theoretical model of interaction between the two systems, the education system becomes a channel for recruiting the political elite based on qualitative criteria: the quality and accessibility of education, education costs, the level of competition among universities, and the effectiveness of the employment policy of graduates.

It is also important to use quantitative indicators in the analysis. Distinguishing the professional academic, non-academic, and civic aspects of political science curricula will help develop assessment tools. The main strength of a political science degree lies in its dual functionality as a professional and civic education. Students highly value the civic dimension of the political science program. This was confirmed by the monitoring of graduates at the University of Innsbruck, which was carried out by IHS in the period from 2011 to 2013 (Gatt, 2021).

In many European countries, the methodology of tracking graduates in higher education (HE) and vocational education (VET) is a practice. For example, there are Destinations of Leavers from HE (DLHE) tracking programs in the UK, Graduate Tracking in Switzerland or KOAB postgraduate studies in Germany. In order to analyze the quality of higher education outcomes for comparison between countries, the European Commission has created the Eurograduate Expert Group, ECTS (European Credit Transfer and Accumulation System), EHEA (European Higher Education Area), ENQA (European Association for Quality Assurance in Higher Education).

Professionalization factor is the promotion of education. Exchanges of students, young scientists, and attraction of foreign students are used as promotion tools. One of the priority areas of work may be to increase the number of scientific publications. At the same time, it seems relevant to establish cooperation with international publications that are indexed in Scopus, Web of Science, which will allow establishing a scientific dialogue.

These proposals may be relevant, taking into account the public demand for the formation of competent managers, the solution of contradictions in the management of professionalization, the regulation of relations, which are caused by qualitative changes in the field of professional work, are elements of the content of personnel policy, personnel management in Ukraine.

Ukraine uses a socio-cultural approach. The result is the effectiveness of the professional training model in the form of increasing the level of socio-cultural competence of students. For this, an evaluation system of criteria and indicators was applied. Competence criteria are: commitment of the specialist's personality to humanistic values that promote dialogue, mutual enrichment of cultures, assertion of integrity, unity of the world; ability to preserve the best traditions, create significant innovations, overcome negative social stereotypes, indicators of specialist competence.

A factor in the professional training of a competent university graduate in the context of sociocultural transformations is the renewal of the sociocultural aspect of the content of education. The sociocultural element of the content of education is a complex of knowledge, skills, values that

form the sociocultural characteristics of a competent specialist who is in demand in the context of multicultural development. The sociocultural approach in vocational education has demonstrated the specificity of not only personality-oriented, but also person-oriented.

The discourse of vocational training is conceptualized in the context of modernization theory. The factors are „political tradition” and „innovation” in their dynamics: from understanding tradition and innovation. They are considered as systems that resist understanding them as mutually enriching systems through overcoming the conflict of values of transitional transits, the role of the mechanism of sociocultural identification.

The Center European Commission Eurograduate is a survey of recent graduates in European countries with the aim of laying the foundation for a pan-European survey graduates, in definition impact of experience European graduates under time stay as students on their professional life and their life as European citizens; with purpose receiving knowledge to what extent graduates are satisfied his own by learning how they supported yourself or drove they by border and what were engaged in after release, with purpose comparison different systems higher education in Europe (Eurograduate, 2022).

Graduate pathway research is important for higher education leaders to evaluate and improve their programs and teaching methods. This information also helps prospective students make better choices about their studies and career plans. Decision makers will also be better informed when making financial and legislative decisions. At the European level, these data will allow tracking progress towards the European Educational Area and identify areas that require additional investment and resources.

The purpose of the study is to determine the reasons for the formation of the model and highlighting the mechanisms of functioning of education systems as channels of government recruitment. The object is the interaction of the education system and the recruitment system of the highest echelon of executive power. The subject of the study is the functioning of the education system as a channel for recruiting the political elite.

The methodological basis of the approach to the analysis of political professionalization can be the concept of professionalization developed within the sociology of science: “Professionalization determines the rules, rights and algorithms of access, contributes to the combination of individuals into a group of individuals and the isolation of a group from the larger society” (Griffiths, 2010: 734).

The result of professionalization was the formation of a political class – a group of people who work professionally in the field of politics. The significant internal functional and social differentiation of the political class determines the diversity of the composition and the specificity of the professionalization of the categories included in the political class.

This is a complex entity that includes the highest echelon of executive, legislative and judicial power; influential businessmen involved in politics; the few representatives of the aristocracy in modern society; high-level experts; influential representatives of the media sphere. The core of the political class is the political elite – a community of people who make strategic decisions.

Professionalization is a social phenomenon caused by the emergence and development of professional types of human activity; professional development of a person; social level – qualitative and quantitative changes in the professional life of society; the development and complication of the system of social institutions that regulate the process of a person's development of a professional role and provide each member of society with the opportunity to acquire a profession corresponding to his abilities and work in the chosen type of activity; personal level of P. – qualitative changes in a person's activity, related to the content and nature of his work, his acquisition of professional traits.

Professionalism of managerial activity is a set of general theoretical, psychological, special management knowledge, abilities, and skills that a manager must possess for effective implementation; the willingness and ability of the subject of management to apply a set of general, special managerial and psychological knowledge, skills, and abilities necessary for effective management of subordinate civil servants; integral characteristics of individual, personal and subject-activity properties as a whole entity, which enable personnel to solve the tasks set before them at the maximum level of success.

Groups of the political class, which work professionally in the field of politics, but do not make strategic decisions, are presented in the form of "satellites", which are located in the surrounding orbit: middle-level management bureaucracy – central, regional and local; political experts; political consultants; political technologists; party functionaries; professional lobbyists; higher echelon of pressure groups; political journalists. The dominance of the category is determined by the political configuration of the state (form of government, political system, political regime), historical traditions of political development.

Researchers distinguish levels of professionalization: individual (due to the opportunity, attractiveness of a political career); political office (determined by resources – salary, personnel, privileges); political institutes (due to the high specific weight of professional personnel, differentiated internal structure and internal order and a significant budget, which significantly exceeds those that usually exist in amateur associations).

In turn, the institutional context includes the following components that significantly affect the composition and features of the functioning of the

political class: the structure of the state, the role of the national parliament, the internal structure of the parliament, the electoral system, parties and interest groups, and the features of financing the political sphere.

These specialists are equally in demand in the structures of large corporate business, which cannot function effectively without analytical support, without PR services and GR support, without political marketing and political management, without an assessment of political risks. The apparatus and assets of political parties is another field of application of the skills of political comparativism.

These are employment addresses. This list includes think-tanks of various profiles, political advisory and electoral agencies, PR and GR-structures, mass media, the sphere of political and classic advertising – it will become clear that employment is not a problem for political comparativists. The functional and social differentiation of the political class determines the specificity of the professionalization of the political sphere.

Its object (politics and management) dates back several millennia. However, even today, not only ordinary citizens, but high-ranking leaders often do not have specialized training for qualified political participation.

Professional politicians need political knowledge constantly, "part-time politicians" and "opportunity politicians" indirectly: they evaluate the activities of politicians, the political courses introduced by them, express their preferences and support and thereby legitimize politics, which implies the need for an educated judgment about policy. The ability to political competence is of particular importance during election campaigns, when citizens make decisions in favor of a candidate (Best, 2007).

The situation has changed under the conditions of modernization. First, among the lords, and then among the contenders for the role of authority, people began to appear who lived "for" and "at the expense of" independent leadership. By this, they differed from the lords, for whom independent leadership remained only a part of their status occupations, and from ordinary subjects, involved in politics only forced by circumstances.

Researchers characterize the evolution of the process of professionalization and modern approaches to understanding this process. Politics presupposes internal functional specialization and hierarchy. Formed as a sphere of spontaneous competition for access to vital resources, privileged statuses, with the development of socio-political institutions, functional differentiation, it transformed into a complex organized industry.

A component of the political process was the right to legitimate violence, defined by the state, which assumed the removal of coercive instruments of political competitors of the state, their concentration on the surface of the state pyramid. This process was observed in many countries. The peculiarity

of the Western version of this process was that expropriation was preceded by the existence of prototypes of the modern political class in the form of people who were in the service of various centers of power.

The formation of the political class is connected with the process of formation of political institutions. The priority among them is the state, the core of the political class (proto-political elite) was the rulers who had state (or proto-state) power thanks to physical violence (war), hereditary privileges, and financial status.

The need for power in the ruling apparatus determined the fact that the first type of political class became the administrative apparatus. His task was to implement the decisions made by the higher authorities in the field of domestic and foreign policy. Since power traditionally includes formal and informal institutions, in the early stages of political history a group of advisers and assistants took part. The importance of the political environment was determined by the fact that the success of the leader depended entirely on the functioning of the subordinate apparatus.

The result of the struggle of various socio-political subjects (the configuration of which was diverse in different regions of the world) was the internal diversification of state institutions and the formation of branches of state power (separation of legislative and judicial). Within the framework of legislative and judicial institutes, new categories of management actors (deputies of parliaments, judicial corps, apparatuses of parliaments and courts) have formed; there were auxiliary categories of persons involved in the activity (journalists). The majority of parliamentarians belonged to the category of those who lived "for politics", since the work of deputies was either not centrally financed, or the financial support was insufficient.

The internal diversification of the branches of power and public activity in relations with state bodies became the source of the formation of groups that realized the social need for interaction, communication of the state and non-state proto-political and political entities – personalist, clientelistic groups, aristocratic interest and pressure groups, journalists, technical assistants; at more mature stages of social and political development – social and political movements and political parties.

A step in the evolution of the political sphere in Europe was the acceptance of the restrictive rights of monarchies by constitutions, the establishment of public policy as not identical to the administrative management of the sphere, the formation of public-political institutions - parliaments, public and political movements, political parties, non-state mass media, and other non-state actors. The differentiation of political actors, their departure from administrative management was accompanied by the professionalization of the political sphere.

After the emergence of the constitutional state, political journalists, party officials, trade union leaders, and lobbyists became types of professional or semi-professional politicians. The professionalization of politics was accompanied by an increase in the quality of the management bureaucracy. During the formation of the modern state, a rational bureaucracy was formed.

The expansion of suffrage at the end of the 19th and the beginning of the 20th centuries and the development of the institution of elections contributed to the impetus for the creation of new groups that professionally supported election campaigns. The groups offered services to politicians for financial compensation in order to obtain favorable positions.

Professionalization of the political sphere was accompanied by functional differentiation, diversification of types of workers. Thus, a typical figure for the US political class is a "political entrepreneur", while in Germany the backbone of the political class was disciplined officials, party functionaries.

Researchers identify modern approaches to understanding political professionalization. Knowledge of the political class is informative: it can characterize the type of political regime. Although the boundaries of the political class itself are blurred. The common features of the political class and the political elite are localization in the field of politics; the criterion of distinction is functions in the decision-making process: the political elite is the direct subject of decision-making, the task of the political class is to support this process.

The existence of prerequisites is necessary for the functioning of the political sphere in a professional format. Y. Borchert (Borchert, 2003) assumed that the structural prerequisites of political professionalization are: reliable sources of income (parliamentary salary, position in the party apparatus, lobbying activities) (Curasi, 2001).

A prerequisite is real chances to have permanent work in the field of politics. Minimization of the risk of the end of the career – with the help of either reliable re-election, or obtaining another attractive position in the political sphere, or a combination of both career support mechanisms (positions in the parliament, executive power, party apparatus, interest groups at local, regional, national and supranational levels).

A prerequisite is the existence of hierarchies of political positions and the possibility of career advancement – either within the institution (party, parliamentary committee), or due to inter-institutional vertical mobility (including positions in the executive power, parliament, party apparatus, interest groups, at the local, regional, national and supranational levels).

In addition to the need for theoretical argumentation and systematization of data, mathematical and statistical methods of analyzing the state, political

processes, and political behavior of citizens for the purpose of prediction also became the focus of attention.

Political scientists often evaluate the relevance of their discipline from an academic point of view, which is supplemented by the contribution of scientists to the production of knowledge in society. They rarely appreciate the impact of their work on their students and the opportunities their graduates gain from studying political science. At the same time, there is sometimes a lack of empirical evidence that these innovative approaches lead to improved learning outcomes. In other words, do programs facilitate student learning?

An example can be the accumulated experience of the impact of a degree in political science on the career and individual learning outcomes of Austrian graduates. Researchers have shown how graduates benefit from a political science education, what they consider the strengths and weaknesses of the political science program. The researchers analyzed whether the study of political science contributes to the professional and political agency of graduates.

To investigate social significance combined quantitative and qualitative methods (Senn and Eder, 2018). First, we looked at the career paths of Austrian graduates, using data from Graduate Monitoring for the careers that graduates chose after completing their degree. Second, the researchers presented the results of a pilot study conducted among recent graduates of the University of Innsbruck to illustrate the social relevance of specialization in political science education.

Increasing knowledge about students' likely career paths and learning outcomes will help improve or adjust curricula and contribute to a better understanding of the theories, methods, and professional tools political science graduates will use in their future careers. And the emphasis on the social dimension will help to improve assessment tools. The study found that, from the students' point of view, both academic and non-academic skills are important for their future careers. In addition, the main strength of the political science degree lies in its dual functionality: professional and civic education. Students highly value the civic dimension of the political science program.

In line with the differentiation between the academic and social relevance of political science, researchers examine the concept through the lens of teaching and learning in higher education. In the academic literature, the relevance of teaching and learning is mainly discussed in two directions: the first focuses on scientists as teachers and discusses the status of teaching in academic circles (Goldsmith and Goldsmith, 2010; Ishiyama, 2010; Trepanier, 2017).

The researchers propose this orientation as a matter of academic relevance. Another line of research focuses on student learning outcomes, which political science researchers define primarily as employment issues and, to a lesser extent, as civic education (Abrandt Dahlgren, 2006; Dominguez et al., 2017; Lowenthal, 2012; Lightfoot, 2015; Nussbaum, 2010; Nyström et al., 2008).

Here social significance is in the first place. The academic and social significance of teaching and learning in higher education is closely related to the issue of professional agency. Research in social relevance mainly focuses on the professional education of students, emphasis on learning outcomes such as the development of skills and knowledge, and the preparation of political science graduates for the academic labor market. At the same time, however, little is known about career preparation within political science curricula (Collins et al., 2012).

A professional education in political science prepares students for work in academia and beyond because only a small percentage choose an academic career after graduation (Lowenthal, 2012), academic and non-academic work may not require the same skills (Nyström et al., 2008).

Graduates of the Faculty of Political Science work in various areas of non-academic work, which complicates the issue of professional training and calls into question the professional relevance of a diploma in political science. In other words, learning should be responsive to the situation. Curricula should consider learning outcomes suitable for both academic and non-academic careers.

T. Collins, G. Gibbs, and J. Shift surveyed departments across the United States to examine how they prepare students for their future careers. They found that: “Political science departments and departments are not doing enough to address the issue of preparing their students for careers” (Collins et al., 2012: 89).

They particularly point to the lack of evaluation tools to determine the effectiveness of different career preparation strategies.

In Austria, previous studies of political science programs include a descriptive analysis of the student population on enrollment and mobility, and a report on a graduate survey on labor market entry requirements (König, 2016). In addition, data on the career paths of political science graduates are rare and have not been used for extensive analysis. Research focuses not only on professional significance, but also on civic significance (Senn and Eder, 2018). In addition to the discourse on employability, studies show that a degree in political science increases students’ political awareness and strengthens their ability to participate politically (Dominguez et al., 2017; Nussbaum, 2010).

In other words, a political science degree is to some extent a form of adult civic education and promotes the political agency of its students as a learning outcome. Therefore, researchers attach importance to civic relevance in design and research. A degree can spark an interest in politics and shape an identity as an active citizen (Stuckey et al., 2013).

As a result, civic relevance can be as important as professional relevance to individuals.

3. Discussion

Platform interesting not only for those who looking for work, but and for employers Advertisement on portals are published free, moreover as for large companies and startups. The only limitation is the fee for the internship: the portal does not publish those vacancies and internships for which the student will have to pay, as well as unpaid internships, except for those lasting less than 2 weeks, volunteer programs and charitable organizations. This speaks to the value the university sees in its students.

University are held career activities, which available onlyfor students, graduates and scientific employees Oxford. Others participants they can visit their only by invitation.

Cambridge university carries out big work with employmentgraduates Separate center career provides employment consultations, conducts 14 large career measures in year,many programs trainings with career growth and employment, presentations employers On special section website you can find base data with more than 4 thousand vacancies, examples design resume, according to the board interview and employment, career audio podcasts from 25spheres Annually university prepares and sends out on everyone their own colleges a career directory that provides easy access to employment opportunities in different sectors, as well as existing ones programs.

After entering the National School of Administration French students become interns. They are covered by the duties of civil servants, and their maintenance is paid by the state. They undertake to work for state service during 10 the following years. National school administration prepares state employees by directions: advisor to the Administrative Court and Administrative Court of Appeals, Advisor to the Regional Chamber of Accounts, Advisor on Foreign Affairs.

Studying at the Regional Management Institutes involves a six-month period of study at the institute and a six-month period of service, after which the rank of civil servant is assigned. A specific position and position is selected based on the student's academic rating. The first position offered

to students can be: in the central office of various ministries; in regional branches of executive authorities; in state educational institutions of various levels. Higher normal schools Higher normal schools, as well as Regional Institutes of Management, combine student education with public service.

In France, the process of employment for public service is carried out in higher schools of public service and higher normal schools and has a unique character: students combine studies and public service in various organizational forms. Students become civil service interns immediately after enrollment (with accrual of work experience), they have a contract to work for the state for the next 10 years and a salary is paid.

Sociocultural aspects of world politics and international relations are conceptualized in context professional training of an international specialist (Nye, 2002).

Significant changes in the theory and practice of international relations, which emerged at the beginning of the 21st century, are associated with the turning aside of man, with the growth of interest in socio-cultural and socio-humanitarian aspects of politics and international relations (Kehm, 2010). They state essential being late entering theories of international relations and related fields, including political science, in post-classical era in which objects scientific study include a subject who learns by acquiring a value-worldview character (Kehm, 2007).

Researchers emphasize necessity cooperation linguistic and cultural studies and philosophy cultures that provides comprehensive study processes intercultural communications, as important direction preparation professionals internationals. Socioculturally competent university graduate is able to: quickly to adapt to socio-economic, socio-political and socio-cultural conditions, developing and implementing your subjective potential; interact with representatives different cultures, successfully deciding contradiction between nationally distinctive and global universal; to build effective communication, harmoniously combining traditional and innovative values, confirming priority their universal, humanistic significance (Nerad and Heggelund, 2011).

As an educational subject, civic education appeared in Ukraine. The development of the first concept was based on the National Program of patriotic education of the population, the formation of a healthy lifestyle, the development of spirituality and the strengthening of the moral foundations of society.

Further development of concepts and approaches in civic education took place thanks to the first large projects on civic education, which were co-financed by international donors, such as: Democratic Education, Ukrainian-Canadian project of Queen's University, Ontario; Ukrainian network of civic education – UCEN, founded by IREX; "Education for

Democracy in Ukraine” as part of the Transatlantic Program of Support for Civil Society in Ukraine. It was these projects that became the basis for the creation of the ”Civic Education” course, as well as non-formal education and adult education programs.

Estonians have knowledge and skills that advance life in Estonia and enable them to fulfill themselves in their personal and professional lives, as well as in society. By the way, in Estonia, programming is taught from elementary school. And the civics course has lessons in business and digital education. Estonia has formulated the Education Strategy 2035.

In Sweden, education is focused on mastering disciplines that will help a person grow up confident and happy. Of course, foreign languages, mathematics, science, and the latest technologies are studied here. And they must also teach the ability to learn throughout life, develop initiative and entrepreneurship, and nurture patriotism.

In Poland, education had a centralized character. By 1996, schools were transferred to local self-government, the structure was revised and changed. Here civic education developed along with the changes that took place in political, economic and social life. And the training course was developed in 1995 for primary school, training 1500 civic education teachers for 5 years. Then, a little later, they developed a program for high school.

Norway introduced three priority interdisciplinary themes: democracy and citizenship, sustainable development, health and life skills. The Ministry of Education recommends including these topics in subjects where they are natural. And he emphasizes that teaching should be done through play and research, because this is the best way to learn the material. Children have been talking about personal space and cyber security since elementary school.

Great importance is attached to critical thinking and children are taught this. In one of the Norwegian schools, for example, the project ”The boss in your own life” was created, where schoolchildren considered such topics as personal finances, mathematics, economics, consumer rights (Nerad, 2010). The Americans themselves say that the instability of political processes in the country is a consequence of insufficient attention to civic education (Nerad and Evans, 2014).

In Great Britain, a National Citizenship Education Program has been created. The main emphasis during training is on the formation of an active citizen and participatory democracy. And the main goal is to give students knowledge about their rights and freedoms.

Conceptual differentiation between the (academic and non-academic) professional dimension and the civic dimension of political science curricula will help develop stronger assessment tools. The main strength of

a political science degree lies in its dual functionality as a professional and civic education, indeed, studies have found that students highly value the civic dimension of a political science program.

Conclusions

So, it is justified that the political development of society requires a scientifically based solution to the problems of personnel provision and professional opportunities. The analysis of their solution indicates unfavorable trends in the processes that negatively affect the dynamics of political development. Institutions of political professionalization are: parties, system of political education, political media, institute of representation of group interests. Political education is a powerful tool for the democratization of society, it is an institute for the professionalization of the political class and politics.

It has been confirmed that as a result there is a devaluation of professionalism, disdain for professional experience, an outflow of highly qualified specialists from the country, the political system is waking up to unique scientific schools, and lost benefits are increasing. It was determined that the effective recruitment of the political elite is a prerequisite for building an effective social order. Recruitment channels must meet the requirements of political times and public demand. Ukrainian society is interested in the formation of a competent political and managerial elite.

The social significance of political science as a matter of (non)academic career training and civic education of its graduates is considered. Civic (political) education is teaching people how to live under the conditions of the modern state, how to abide by its laws, but at the same time not to allow the authorities to violate their rights. Professionalization as the process of becoming a professional, the process of developing important professionally important qualities of the individual. This is the choice of a profession by a person taking into account his own capabilities and abilities.

It was determined that it is in the education system that the formation of specialists takes place, since the effective recruitment of the political elite is a prerequisite for an effective political system. Recruitment efforts must meet the requirements of political times and public demand through the education system: internships that open promising positions; assistance of educational institutions regarding employment; creation of communities of talented students and teachers.

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