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***Kamenchuk T. O., Kaplan Omer Faruk***

**THE PROBLEM OF POLITICAL COMPETENCE IN PUBLIC ADMINISTRATION**

*Odessa, Ukraine*

**Abstract.** *The problem of the government competence in matters of political governance is one of the most topical practical problems of politics. The government can be act effectively and successfully only when they have necessary and sufficient body of knowledge and skills that allow them not to disturb a social life by volitional means, and act in accordance with the laws of social processes.*

*The question of the competence of higher authorities is very important for any country of the world, since the success of the country, its economic and political well-being depends on the quality of the political elite – on their abilities and skills, competence and professionalism, however, just as on their honesty and good will. But if honesty and good will are the phenomena that are difficult to undergo a theoretical analysis and socio-political reflection, the competence can and should be understood by theorists both in the perspective of idealized, sample forms, and in the context of the real problems that politician who strives to act competently faces.*

*For Ukraine, the problem of political competence at this stage is particularly urgent. Of course, the politicians of any country, even the most developed one, can not consider their competence absolute, complete, unconditional, but in some civilized countries there are well-established mechanisms of political elite training that enable providing profound knowledge and practical skills. Ukraine within recent decades has experienced social upheavals that changed one political elite into another one, and led out into the political arena new representatives, full of energy and enthusiasm, but often not sufficiently competent. That is why, now more than ever, Ukraine needs new generation of managers, able to perform major tasks that modern society faces.*

*Competence of higher rank political leaders is a special area. It is not limited to being aware of the order of hierarchical relations or staff communication style, political etiquette or the order of routines. This area is related to making important decisions that affect the lives of millions of people. These aspects determine the high relevance of the research topic for both political science and practical realities. First of all, these are the issues such as the investigation of the content of political competence, identifying its fundamental characteristics and components, as well as justification of the limits of politicians' possible competence.*

**Keywords:** *competence, power, political, professional, political system, democratic institutions.*

It's worth starting with the fact that politics is a kind of activity, and activity can be considered as a process that determines the human mind and the surrounding world around and being [1]. Every fact of life that is known to people, every event in their life are reflected in their minds, obtaining a shape of image. And if the latter does not fit the idea of rights granted, a new image appears in human mind – the goal realized in the process of impact on the environment. As a result a new fact is born. And this is endless. In general, it is also a way of cognition. Not of passive reflection, but creative cognition, which includes an element of transformation of the world, experiment. But every such act has a purpose, which is implemented according to plan. In such cases we are talking about management [1].

Social, civil and political knowledge turns out to be a central part of the theory of competence. Education is a crucial prerequisite for the effective conduct, for forming competence. Education is a key factor for the development and implementation of competent behavior. Thus, adequate idea of anything is an integral part of competence.

Thus, the basic components of competence are:

1. Internally motivated characteristics related to the system of personal values, or "types of competence". This includes such personal traits as initiative, leadership, direct interest in the mechanisms of the organization and society as a whole, as well as interest in reflections on their possible influence upon a person. All these traits depend on the availability of certain, specialized knowledge as opposed to outdated general, non-special knowledge offered by most educational programs at present.

2. Ideas and expectations related to the mechanisms of society functioning and a person's role in society. This refers to the way people think of themselves and the role that they and their colleagues play in the organization of activity, an idea of how the organization works and what social climate contributes to innovations, formation of responsibility and development, as well as their perception of the instructions, in which instructions on the directions and forms of their activities are given.

3. Understanding the terms that describe the relationships within organizations. Among such terms are "management", "decision-making", "democracy", "equality", "responsibility", "subordination" and "delegation of responsibility".

According to the Italian researcher F. Tsivelli, there are three ways of understanding what competence is. It is typical for Americans to refer competence to the basic personal traits that contribute to his outstanding achievements in certain activities. In continental Europe, competence is more often associated with skills, personality traits and acquired knowledge. In the UK, the prevailing view is that competence should be determined as accordance of the results of person's activity to existing standards [2].

Competencies have the multi-layered structure. Thus, D. Shon in the book "Reflexive practitioner" tried to build up the "activity-oriented model" of competence as opposed to technical-rational approach. In his concept competence is presented as a two-level unit, where the first level is implicit "knowledge-in-action", and the second one is reflexive. Moreover, the latter includes two components: "reflection in action" and "reflection on action" [2].

Another example is a four-level competency model, suggested by a group of Dutch researchers. The surface level is represented by instrumental knowledge and skills required for the activity. The second level – "intermediate skills' level" – includes human communication skills, person's understanding of common (scientific and technical) principles and the ability to orient in the organizational environment. The first two levels authors call a professional competence. The third and deeper level includes the norms, acquired in the process of socialization, values and standards of behavior. They also include moral criteria and knowledge of etiquette. The fourth level represented in the authors' model is characterized by purely personal characteristics such as motivation and self-esteem.

Generally, the first block of competences could be conventionally called "innovation." Specific qualities here, firstly, is the problem-based orientation. It is the fixation of some inconsistencies and contradictions we face. Moreover, the simultaneous allocation of significant aspects of the situation and keeping in mind the whole field. When these aspects are beginning to contradict each other, we find out the problem. Secondly, it is creativity, i.e. originality in solving traditional problems, search for problems solutions and high variability of proposed solutions. Thirdly, we should distinguish this competence as a dynamism, understanding it as an ability to work with diverse intellectual and

practical tasks fast and precisely, rapid switch from solving one type of problems to the others. As the second block of competencies of the future we can distinguish dialogism, which includes corporatism, decentration and multiculturalism. And finally, the third block (leadership) includes such competences as influence, staging and insight.

It is necessary to distinguish the concept of competency and competence. Competence in Latin means a range of issues with which people are well aware, have certain knowledge and experience. Competence includes a set of interrelated personality traits (knowledge, skills, ways of life, abilities) related to the certain group of objects and processes, and necessary for productive activity. [1] The peculiarity of today's understanding of the term competence is that it is mostly about skills and abilities not of individual performers, but the subject of joint activities, such as organization. Thus, in some cases it is generally agreed that three types of competence should be distinguished: standard, key and leading.

Dealing with the standard competences, the attention is usually paid to the organization's ability to solve typical problems for this sort of activity. These should include those skills that are common to all successful participants of a market. A bit different is the case when the organization is defined in terms of "key competencies". In this case, first of all, it refers to the ability of the organization to solve innovative for this sort of activity problems. Here should be included only those abilities that provide significant competitive advantage and can not be easily copied by competitors. Usually, to create the core competencies significant experience in the defined area is required. Often key competence is understood as a set of skills accumulated by the organization which bring a significant price benefit not only to the client but the manufacturer as well. Even more difficult is the case with the definition of "leading competences" of the organization. As a rule, they imply organization's ability to create new kinds of professional activity. These include those organizations' opportunities that can be a basis for creating something radically new in the future. But the presence of leading competences is the key to organization's success.

The problem of political competency in state administration includes a number of theoretical aspects. One of them is the correspondence of general concept of political competency, professional competency and professionalism. So today the question of the level of professionalism as a factor for administrative elites is of great interest.

Professional competency is understood by most scientists as a higher degree of perfection in a certain type of professional occupation, employee's skills of carrying out successfully, effectively, at the appropriate level and in any circumstances their professional duties.

The provisions that the development of political competency should be based on the system of personal values differs from conventional ideas about

the principles of education. It is believed that multi-educational goals are indisputable and do not depend on values. Facilitating cognitive development is widely declared as that of high priority and by no means related to the values of education objectives.

To effectively identify the values the most important things are:

- atmosphere of openness and honesty, any priorities and values have the right to exist and accepted, any opinions should be respected;
- the inclusion of a person into activity, due to which one can come to revealing its core values and priorities;
- the development of tools and concepts that people will need to discuss their values and everything that is connected with them;
- information on the results, which different courses of action may lead to;
- the opportunity to openly express their decision about the change of the attitudes and positions.

Societies, where the people in their everyday life are expected to show constant activity in the socio-political content, tend to create open and flexible political structures. When people in the society are willing to behave in a certain way, and the structure of society does not encourage an open, active and fair participation, among citizens noticeable alienation from governmental policies is developing, which is accompanied by brusque criticism of the government.

Various types of interest and competency, their various combinations may have a variety of consequences for individuals, for organizations and society in general. What brings good fortune to an individual (e.g., intense rivalry) may lead to the collapse of the organization or society [2]. The activities of ordinary people (bureaucrats, farmers, scientists or inventors) may affect the processes occurring in the society.

These effects differ not only by the level where their analysis may be conducted (individual, social, worldwide), but also by specific values and types of person's competency in the organization and in society (according to the proportion of the population, which is characterized by different values), and by settled, commonly accepted beliefs, perceptions and expectations in society or organization (e.g. organizational climate and organizational structure).

Thus, determination of purposes is inextricably linked to the increase of the level of competence. This happens because it is possible to develop the most important characteristics of the political competence (the tendency to analyze the phenomenon and the situation, to take into account past experience, anticipate future challenges, take the initiative, ability to lead and be led) only in the pursuit of important goals. This is due to the fact that readiness for such activities depends on the anticipated results, on the ideas of people who act in this way and on the compatibility of these ideas with the "self" image and the understanding of how the organization and society in a whole function, with the definition of one's own role and the role of others in society.

The term "the component of competency" should cover those characteristics and abilities of people that allow them to achieve important goals – regardless of the nature and objectives of the social structure in which these people live and work. Competence includes not just intelligence. That is the difference between the components of effective behavior and mental capabilities explains the apparent paradox that while the majority of positions (particularly in the public service) does not require special intellectual abilities, their embrace civil servants while still not competent even in its field [3].

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It should again be emphasized that competence involves not only the abilities. It also implies intrinsic motivation that is not included in the notion of skills per se. In the past, researchers have treated this motivational component even with greater contempt than to the factor of abilities. But it is this factor that has to serve as a reference point in revealing and assessment of political competence.

Thus, the political competence belongs to competences of a higher level, which makes high demands on its carriers. Competence is a specific capacity needed for effective implementation of specific actions in a particular subject area, which includes highly specialized knowledge, a special kind of substantive skills, ways of thinking and understanding the responsibility for the actions. Political competence is formed primarily in the presence of motivation and the ability to include into a high level of activity; readiness and ability to be included in subjectively meaningful action. The prerequisite is adequate understanding of how the society functions and understanding of one's own role and the role of others in this society. The level of political competence is directly related to the system of values. Competence includes not only the ability. It also relies on internal motivation, which is not included in the notion of skills per se.

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