

Interdisciplinary Education Policy: Public Administration Programs in Ukraine

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Abstract: Ukraine's politics takes place within a semi-presidential democratic republic representative and multi-party system. Education is a very important issue as one of the sensitive policy areas of a country, which has been a subject to reform, policy and general concern, as well as public debate recent times. Education as well is one of the most important services provided by public governments in almost every country worldwide. Universities, on the other hand, come to the forefront as the last educational institution that students take before becoming a profession. It is rather a new field to be evaluated of public administration as a separate discipline. In 1887, proposed by Woodrow Wilson, the public administration which was accepted as a separate discipline, by separating from political science. Public administration studies the implementation of government policy and prepares future civil servants for work in the public service. It draws heavily on the fields of political science and administrative law. The goals of public administration are to improve the equality, justice, security, efficiency, and effectiveness of public services, usually in a non-profit, non-taxable venue.

Public administration is an academic and professional discipline that brings many disciplines together that are closely related to society in the field of social sciences.

Public administration education in Ukraine has been the subject of academic study for a long time. However, it has been observed that public administration education has been examined and discussed more intensively in the last period, often subjected to be reformed. Based on the historical analysis, it is intended to carry out a discussion in relation to theoretical and institutional basis of the discipline in the country as well as the expediency to development and deepening of interdisciplinary approaches, which will open new opportunities for further

development of this area. In this study, it is aimed to analyze the PA discipline development line in Ukraine considering its researching object.

INTRODUCTION

The current stage of state and political life of Ukraine is marked by a number of global reforms. They take place in the key to the implementation of state policy, the vector of development of which is oriented to the West. At the heart of these processes is a change in the mentality of the Ukrainian people, a reorientation from the Soviet to the European way of thinking, the adoption of pro-Western democratic values, where the priority of human development is to obtain quality education and professional self-realization. In this regard, one of the leading areas of modern pro-European state building in Ukraine is the reform of higher education.

The adoption in 2014 the Law of Ukraine “On Higher Education” initiated a new approach to the provision of educational services by state and non-state educational institutions. According to the concept laid down in the heart of the Law, at the heart of the educational process is the applicant (so-called student-centric approach), who has broad guaranteed rights, namely to chooses the educational program components from the selected education cycle, which provides with a set of knowledge and skills to be implemented in future career. These changes have had a significant impact on the educational sphere, but have not already solved the deep problems lying in the need to specify the education content, namely the Public Administration (further – PA) specialists’ training, future personnel for civil service. Thus, PA content and quality training problems in Ukraine have become particularly relevant. Despite the practical need to study these issues, there are no systemic scientific developments there that caused preparation of this scientific article.

METHODOLOGY

Our study is based on the official and publicly available list of study programs accredited by National Agency for Quality Assurance in Higher Education (hereinafter – NAQAHE), an internet search, curriculars, syllabuses, educational activities standards in the 28 Public Management and Administration (hereinafter – PMA) field and the directly related 281 PMA specialty.

During the article work a number of research questions of descriptive nature were put: what is the current situation in HE in Ukraine; what is the state policy directed to; what kind of PMA programs are taught and what HEIs do provide them, etc.

The next research questions set is more evaluative and concerns the study programs contents, the compulsory and free-choice-disciplines list, taught namely in master's programs, and their integral components – syllabuses. It is master's programs that are able to provide more specialization, have much better space for “maneuver”, are not “burdened” by a large number of disciplines, designed to develop students' general skills abilities, competences, necessary for the future civil servant.

What education institutes offer PMA study programs and in what? What do Ukrainian PMA programs emphasize on? What problems related to the training of specialists in the specialty 281 PMA do arise?

The writing of this article is an organically connected two research parts and stages - theoretical and empirical ones, which later determined the structure of the article.

The solution of the goals of the article and the research questions posed within it were carried out using the potential of methodological approaches and a system of general, general scientific and, specifically scientific and special methods.

STUDY PROGRAMMES AND KNOWLEDGE AREAS IN UKRAINE AS AN INTEGRAL PART OF UKRAINE'S HIGHER EDUCATION (HE) SYSTEM

PA is one of the industries that have been developing quite dynamically since the early 1990-s in Ukraine, primarily due to the political transformations associated with the USSR collapse. PA is being rather a new field that has evaluated from political science. As a separate discipline it appeared in 1887 thanks to the proposition made by Woodrow Wilson. In Ukraine, which in the XX-s century functioned primarily as one of the Soviet republics, there was a specialty named as "State Governance", which reflects a positivism concept dominance in political and public life. "Positivism concept" was dominating in other communist' camp countries.

In general, changes in education have begun with the educational reform that started in the context of Bologna process in early 2000-s, although its qualitatively new turn dates back to the times of rapid changes in connection with the events called the "Revolution of Dignity" (2013–2014) and coincided with the introduction of a number of other state reforms, including the reform of the PA system. One of the most serious demands of civil society has been related to overcome the burden of the soviet legacy in order not to lose the national statehood. Signing the Ukraine-EU Association Agreement in 2014 laid down a starting point for PA's modern developments in Ukraine towards its modernization in line with European principles (Khadzhyradieva &Slukhai, 2020). It is at this time that PA reform and educational reform converge in time, and European values and standards became the guiding and determining factors.

Educational reform continued with the adoption Higher Education Act, which laid new foundations for the construction and functioning of education system and new educational standards were introduced. Thus, in 2015 State Governing (SG) specialty was transformed into PMA specialty.

Such rules in HE system are represented and governed by the Higher Education Act. It contains qualitatively new principles and approaches to the HE management and governing functioned before, inherited namely from the soviet legacy.

The Higher Education Act enshrined a normatively defined list of elements the HE system consists of:

- 1) higher education institutions of all ownership forms;
- 2) higher education levels and degrees
- 3) *knowledge (study fields) and specialties;*
- 4) *educational and scientific programs;*
- 5) educational activity and higher education standards;
- 6) governing bodies in higher education field;
- 7) educational process participants (The Law № 1556-VII, 2014).

1). The higher education institutions (HEIs) vary depending on the ownership form they are based upon; differ their accountability and controllability and participation in the certain educational institution management. There are state, public and private HEIs that offer study programs mainly at three HE levels. Other HEIs offer different programs in this specialty and knowledge fields. They provide different programs like: general short-term program, special short-term program, general professional (certificate) program, special professional (certificate) program 1.

HEIs differ not only by the size and number of students, their graduates, but by teaching traditions, recognized scientific schools, the ability to adapt to new time challenges. The public and state HEIs usually have many more students than the private ones, which often have a less students because of the price policy.

2). Knowledge fields and specialties are closely related to other HE structural elements, namely educational and scientific programs, as they indicate the study and scientific fields in which HE students are trained and can make their scientific work. These knowledge areas are also regulated by the resolution “On approval of the list of areas of knowledge and scientific specialties for which higher education is trained”. Areas of knowledge for PMA and specialties are defined: specialty 281 (PMA), area of knowledge 28 (Resolution № 266, 2015).

3, 4). HE consists of five levels, but one can graduate from PMA degree programs and get a degree starting with a Bachelor's degree (usually lasts for four years), Master's degree programs (usually one year and a half), doctoral degree programs PhD (lasting for four years). There is also a degree called “Doctor of Science” in the sphere of PMA (281 – number which indicates this specialty) but it doesn't however, provide for the functioning of any educational programs, just scientific developments in 28 knowledge area, there is no approved philosophy doctor standard. Bachelor's and master's degrees are obtained in the relevant educational programs, and the PhD degree can be obtained after the relevant four-year educational-scientific program.

1 The list of programs, subjects of providing these programs and opportunities to join them are available on the official portal of the National Agency for Quality Assurance in Higher Education

5). Constitution of Ukraine by Art. 53 enshrined the right to education based on equality, accessibility regardless of race, gender, nationality, social or property status, which is detailed in Ukraine's "On Education" Act. These provisions comply with international standards, reproduce the ideas approved in the International Covenant on Economic, Social and Cultural Rights. This right is detailed in sectoral domestic legislation and directly implemented by Ukraine's educational policy, which is based on the principles of anthropocentrism, the rule of law, types, forms, pace educational program and educational institution choosing freedom, other subjects of educational activity academic integrity, academic freedom, humanism etc. These fundamental standards enshrined in and detailed in a number of regulations acts. The PMA study field has its own educational activities standards that set the educational activities requirements to the content and results of HEIs and research institutions activities, that designed to ensure minimum uniform demands for personnel, teaching, material technical and information support of the HE and research institution educational process. Within the 281 PMA specialty they are:

1) *Standard of higher education of Ukraine of the first (bachelor's) level of higher education degree "bachelor" field of knowledge 28 "Public Management and Administration" for specialty 281 "Public Management and Administration" (Standard № 1172, 2018);*

2) *Standard of higher education of Ukraine of the second (master's) level of higher education degree "Master" field of knowledge 28 PMA for specialty 281 PMA (Standard № 1001, 2020).*

The educational activity and HE standards are consonant and close to the public administration standards: *reliability and predictability; openness and transparency; accountability; efficiency and effectiveness* (SIGMA, 1999).

6. State education governing is entrusted to a normatively defined list of subjects of activities, which are endowed with the appropriate powers. These are, in particular: the Cabinet of Ministers of Ukraine, the central executive body in the field of education and science, sectoral state bodies, the management of which includes higher education institutions, National Academy of Sciences of Ukraine with branch academies, HEIs founders, bodies of public self-government, the National Agency for Quality Assurance in Higher Education (NAQAHE). The last one should be singled out as a newly-created body because of its unique competence in educational programs quality. The Higher Education Act that has made some notable steps in the direction of creating an explicit sense of agency in the system by introducing actors apart from the government and charging them with specific responsibilities. Specifically, in creating provisions for a Quality Assurance Agency, which is expected to function as an arms-length body, similarly to its UK namesake, the Law makes an effort to delegate important monitoring functions away from the Ministry (Rumyantseva & Logvynenko, 2018).

Legal status of the NAQAHE is determined as a permanent collegial body authorized to implement state policy in the HE quality assurance and educational programs accreditation field, is endowed with exclusive power and competence. While the degree programs

formation and implementation are one of the recognized academic rights and freedoms of HEIs (aimed at the autonomy-of-the-will-principle implementation), and in this case it is fair to note that previously it was in the area of state regulation. Nowadays any study program content, their number, occupancy, disciplines, its sequence, methods and techniques teaching depend entirely on the particular HEIs. Study program led by the educational program developers reflects generalized vision, traditions and innovations of HEI's scientific school. Authors' experience in study programs accreditation and development testifies that it depends rather on the desire and readiness of the teaching staff-collective, united by a common goal, their ability to deal with the consolidated efforts implementing and promoting the educational program. Actually therefore, the team working ability for a certain result is the key to success of the study program guarantor, who is personally responsible for the program implementation. As in the hands of the study program guarantor are not determined by any external requirements, since programs with the same title may differ in their content and scope substantially.

There is also a possibility for HE applicants to participate in the educational program formation directly and indirectly. The student has the right to choose disciplines from the "free choice disciplines" cycle, therefore the student-centered approach is implemented and sometimes one study program may include quite heterogeneous study fields range. That's why applicants for higher education and graduates as a rule, identify themselves more with their study field of than the educational program they are studying and training on. In everyday life during their studies students do not understand the advantages and possible disadvantages of their studies, often associate themselves with the knowledge field they study on. Students, as a rule, do not fully use their educational rights, primarily because the changes are related to autonomy, student-centeredness. They are immersed in their guaranteed opportunities mainly in circumstances or accreditation of the educational program, when students are involved in the process in order to obtain their assessment of the educational program or in case of any rights' conflict and violation.

PUBLIC ADMINISTRATION PROGRAMMES IN UKRAINE AND THEIR INTERDISCIPLINARY NATURE

"The knowledge area" should be understood as the main subject area of education and science, which includes a group of related specialties for which training is carried out (The Law № 1556-VII 2014). This definition means that any branch of knowledge is a certain form of combination, the integration of education and science (Andreiev & Kogutiuk, 2019). This legislative provision is detailed in the CMU's resolution concerning list of knowledge areas and specialties, which prepares the applicants for higher education (Resolution No. 266, 2006).

The 281 PMA knowledge field did not arise by itself. Not from the legal point of view, but from the factual one, the basis of their creation was the knowledge field PMA, which existed until 2015 under a different identifier, in particular 1501 State Governance. Within this industry there were more than 10 specialties, such as: State Administration, Public Governance Management of Social Development, Public Administration (by branch),

Parliamentarism and Parliamentary Activities, Electronic Governance, Local (Regional) Management, Regional Public Administration and Management in the National Security Field, Public Policy and Management, Civil Service, and others (Decision No. 267, 2011; Decision No. 787, 2010; The order No. 351, 2010).

It was the knowledge field 1501 State Management that became, in fact, the creation foundation for a renewed and modernized PMA. And it is this industry that has adopted the traditions formed over a fairly long period of insinuation of the predecessor, human resources and, in general, the experience gained in training specialists in the specialties covered by this knowledge field.

Legal vacuum as the lack of standards for higher education in the specialty 281 PAM of the 28 PMA knowledge field (Andreiev & Kogutiuk, 2019) attribute to one of the problems in PA knowledge field. The consequence of this situation was the development by HEIs of educational and professional curricula at their own discretion (Andreiev & Kogutiuk, 2019). The authors stay on the contrary position, and see in this a *positive moment*, even a *nice opportunity* for as traditions in this field and teaching have already been formed, and the discretion of authority in educational programs could become a new *driving force* in their development, open new opportunities for scientific schools, their further autonomy and introduction of new trends. Such excellent opportunities for the scientific and educational community to self-organize and demonstrate their creative potential in developing qualitatively new progressive educational programs, because such occasions do not happen every day. The consequence of this situation was the development by HEIs of educational and professional (educational-scientific) programs for the preparation of bachelors and masters of this specialty, as well as curricula at their own discretion.

A significant help and reference point in the educational program's formation was the official document adopted in 2010. Article 6 of this regulation act concerns state employees training provisions, namely generalized requirements for training programs in masters' degree PMA preparation. It is carried out through educational and professional programs and provides for the development of legal, economic, political, managerial, social and humanitarian, psychological and pedagogical, professional and other necessary knowledge for regulatory, organizational, administrative and advisory support of the bodies, which activity is regulated by the Laws of Ukraine "On Civil Service", "On Local State Administrations" and "On Service in Local Self-Government Bodies" (Decree N 564, 2010). Although this provision has lost its validity in 2019 due to the adoption of a new regulation act (Provision № 106, 2019), it was at one time at the regulatory level that laid the educational programs' interdisciplinarity foundation. Thus, this article is a conceptual basis for the educational programs' formation, normatively enshrined the interdisciplinary nature of the PMA knowledge field, formed directly by practical needs.

Now let's try to prove interdisciplinarity nature of study programs using directly some empirical data. Authors took into account official data available at the official NAQAHE-site, "public information" section about the accredited and licensed PMA education programs and knowledge areas for the period from the end of 2019 (the time when the NAQAHE-experts

started doing its work – checking the quality of education programs) till March 2021 (the time when this article was being preparing. Taking into account this data one should note that the data provided is being represented on accredited HE programs for the current state institutions continue to prepare graduates and issue diplomas to obtain the appropriate level of HE depending on the permits they had get before and in accordance with the granted right in this regard as well as the terms specified in these documents. Data analysis makes it possible to draw certain conclusions:

1) A total of 33 educational-professional and educational-scientific programs were accredited for the period from 2019 to 2021 and in this regard the

vast majority were granted the right to issue diplomas (bachelors and masters) and defend dissertations for the degree of Doctor of Philosophy. 11 out of 33 programs are educational-professional programs of the first bachelor's level of higher education. Of the annual 11 programs, only 9 passed the accreditation successfully and confirmed their right to provide training at this HE level. There were 2 bachelor's level programs, that were reassured with the results of the accreditation and based on the accreditation commission decision;

2) Legislative changes in 2015-2016 in connection with the change of knowledge areas led to higher education institutions and NAQAHE-experts to search for possible options for further educational programs existence and related transformations of them, in particular their development within other related fields;

3) Given the wide range of freelancers who provide training in a particular knowledge field, it can be argued that there are no legal restrictions nor the actual ones that would not allow or limit the training of specialists in PA area;

4) Programs' titles also do not play in favor of the realization of the creative potential of creative teams of HEIs – developers of education programs. Hence education program title entails also studying program content, curriculum filling with corresponding education disciplines in them with orientation on current needs;

5) In the PMA field, master's programs predominate, which is primarily caused by demand and indicates a certain mental readiness of graduates, their conscious choice of future civil service and possible prospects in this regard. It is also possible to draw a slightly different conclusion that we associate primarily with the adoption in 2018 of the Standard and the inconsistency of many masters' education programs with it.

Thanks to the latest electronic databases, it is possible to obtain information about competitive proposals for specialties that form HEIs for bachelors' and masters' degrees, such are the opportunities provided by the Unified State Electronic Database on Education (USEDE). Unfortunately, USEDE does not provide data on competitive proposals for graduate students to obtain the third level, therefore, the summary table (Table 1) does not contain data on it.

As of March 2021, the total number of HEIs providing training at the first (bachelor's) level of HE 72 with the total number of competitive offers 281, at the second (master's) level this figure is slightly higher – 79 institutions with the total number of proposals 217, the HEIs providing training profile varies from medical and agricultural to polytechnic.

In Table 1, authors grouped the HEIs that provide training for master's and bachelor's programs in 281 PMA specialty in their educational activity direction and depicted it schematically. One may notice, not only the number of HEIs is significant, but also the range of their educational activity: from classical universities to agricultural and law. Herewith the National Academy of Management under the President of Ukraine (NAPA) educational system is far from leading, though this specialized institution system was created in 90-s of XX century purposely for civil servants' training and retraining, as well as advanced training. At the same time, they offer a great number of their educational programs.

Table 1

	HEI total number that offer master's programs	%	HEI total number that offer bachelor's programs	%
Technical, engineering and technological	19	24	13	18
Classical and pedagogical	24	30,3	24	33,3
Economic and financial	9	11,3	8	11,1
Agricultural and veterinary	7	8,8	7	9,7
NAPA systems under the President of Ukraine	7	8,8	7	9,7
Juridical	1	1,2	-	-
Others	12	15,6	13	18,2

For comparison, in 2018 the figure for masters exceeded the current one for this year by almost 20%. In 2018, the number of higher education institutions that provided training in the specialty PMA was 103, of which the lion's share fell in particular on technical, engineering and technological profile – 26, 2%, classical and pedagogical – 25, 2%, economic and financial – 14, 7%, agricultural and veterinary – 10, 7%, others – 8, 7%. Thus, simple calculations made it possible to find out that today 79 out of 103 institutions of higher education (76.7%), which are not in NAPA system, together with the preparation of public managers provide scientific support to public administration reforms and generally have an impact on the future of the relevant scientific field (Popov, 2019).

2 competitive offer means announced recruitment in accordance with the available in HEI license coverage for a particular educational and professional program for a specific form of education (full-time or part-time).

This reveals also the fact, that the need to create a new body within the framework of educational reform was justified in view of the preliminary data currently available. Thus, when accrediting educational programs, an important task for NAGQHE-experts is their objective assessment and detection of fake ones.

Generalized official data on the declared competitive offers on the master's level and bachelor's level formed on the public information basis posted and available at the USEDE allow to draw such conclusions:

1. A significant advantage in the competitive proposals for the specialty 281 PMA belongs to master's programs.
2. Specialty 281 PMA is neither a rare nor a unique one specialty, but rather a “universal” one, as various HEIs prepare public managers’ specialists.
3. The number of competitive proposals at both education levels has decreased by an average of 20% in the last two years alone, and this tendency is likely to be the evidence of adequate trends in the labor market, proper control by authorized entities over the educational programs’ implementation and better training of HE programs, education and future specialists – civil servants, public sector managers in various sectors of the economy.
4. HEIs of different directions have, as a rule, their own autonomous scientific schools, which have been forming, mostly, more than a decade, the training traditions of which will be directly presented in educational programs, manifested, in particular, in *the lists of proposed disciplines*. This fact also testifies to the practical application of a *multidisciplinary approach* to the specialists’ training in the 281 PMA specialty.

PA studies the government policy implementation and prepares future civil servants for work in the public sector and primarily for public service. In the end of 90-s of the XX-s century PMA educational programs drew heavily on the fields of *political science and administrative law*. But changes in PMA are obvious and appear first of all because of the PA goals’ changes and there is need to meet modern realities and requirements’ challenges. Thus, PMA is improving and energizing knowledge in different life brunches, namely equality, justice, security, efficiency, and effectiveness of public services, usually in a non-profit, non-taxable venue.

CURRICULA AS A NORMATIVE BASIS AND A NECESSARY TOOL FOR OBTAINING INTERDISCIPLINARY KNOWLEDGE

The next stage of our practical-part study was a detailed study of educational programs and their integral component – curricula, which consist of lists of disciplines divided on the mandatory study criteria into – *compulsory* (normative) and – *free choice disciplines*, as it is the disciplines designed to form in higher education applicants both general and professional competencies that will be necessary if to perform specific practical work.

In the summary table, the authors’ team have provided generalized lists of compulsory disciplines and disciplines of free choice, which we were able to find in education programs

available on the Internet for the second (master's) level of higher education. The following points should be emphasized, in particular:

- the list of these or those disciplines of the concrete educational program differs as formation of such lists enters into discretionary powers of project group of a specialty 281 PMA of this or that;
- the table contains a generalized but inexhaustible list of those disciplines of the educational programs' curriculums that authors could find;
- in the generalized list given in the table authors consciously allowed duplications in small interpretations of names of educational disciplines connected first of all with a stage of 28 PMA evolutionary knowledge system formation and, accordingly, with a proceeding of theoretical and methodological categorical apparatus formulation stage.
- the table also does not contain specializations or educational programs names; such programs differ primarily in the blocks of disciplines of free choice.

Table 1

<u>Compulsory academic disciplines that form professional competencies</u>		
<i>The name of the discipline</i>	<i>Fields of Knowledges</i>	<u>Areas of knowledge for which degrees are awarded</u>
Conceptual Principles of Public Administration	28 Public Management and Administration	Political sciences
Public Policy: Analysis and Implementation Mechanisms	28 Public Management and Administration	Political sciences
Law in Public Administration	08 Law 28 Public Management and Administration	Political sciences Juridical sciences
State Regulation of Economic Processes	07 Management and Administration	Economic sciences
Civil Service	28 Public Management and Administration	Political sciences
Interregional and Cross-border Cooperation	29 International Relations	Political sciences Economic sciences Juridical sciences Philological sciences
National Security	21 National security	Political sciences Economic sciences Juridical sciences Military Sciences
Strategic Management	07 Management and Administration	Economic sciences

Public Administration of Social and Humanitarian Development	28 Public Management and Administration	Political sciences
Public Communication and Business Language in Public Administration	02 Culture and Art 28 Public Management and Administration	Political sciences Philosophical sciences
Entry into Public Administration	28 Public Management and Administration	Political Sciences
Economics and Economic Policy	05 Social and Behavioral Sciences	Economic sciences Political sciences Psychological sciences
Data Analysis and Forecasting/ Modeling, Forecasting and Strategic Foresight in Public Administration	12 Information Technology 28 Public management and Administration	Economic sciences Political sciences
Government Budgeting and Financial Management	07 Management and Administration	Economic sciences
Organizational Behavior	07 Management and Administration	Economic sciences Political sciences
Personnel Management	07 Management and Administration 28 Public Management and Administration 05 Social and behavioral Sciences	Political sciences Economic sciences Phycological Sciences
Public Administration in the Field of National Security	21 National Security 28 Public Management and Administration 25 State Governing	Political sciences State Governing
E-government	28 Public Management and Administration	Political sciences
Project Management	07 Management and Administration	Economic sciences Political sciences
Theory and History of Public Administration	28 Public Management and Administration	Political sciences
Information Security and Risk Management	21 National security 28 Public Management and Administration 07 Management and Administration 25 State Governing	Political sciences State Governing
PR-technologies and Communications in Public Administration	06 Journalism 12 Information Systems and Technologies	Political sciences Economic sciences Social communications

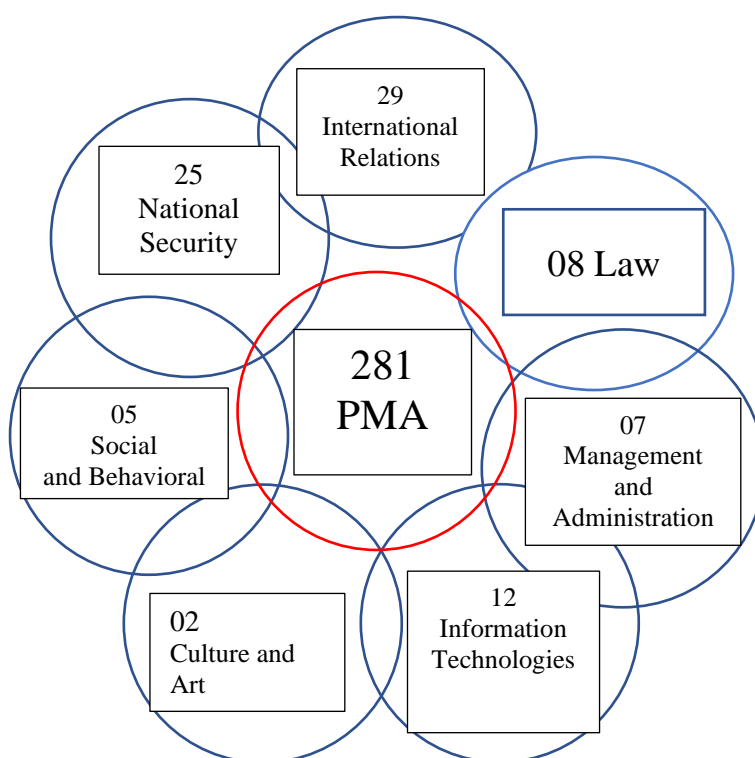
	28 Public Management and Administration	
Public Document Management and Legal Technique	28 Public Management and Administration 08 Law	Juridical sciences Political sciences
Legal Protection of Intellectual Property	08 Law	Juridical sciences
International and National Professional Standards in the Field Administrative Management	28 Public Management and Administration 08 Law	Juridical sciences Political sciences
Technologies of Administrative Activity	28 Public Management and Administration 07 Management and Administration	Political sciences Economic sciences
Human Resource Management	28 Public Management and Administration	Political sciences
<u>Disciplines of free choice</u>		
Professionalism in the Public Sector	07 Management and Administration 28 Public Management and Administration 05 Social and Behavioral Sciences	Political sciences Economic sciences Humanities
Ethics in Public Administration	28 Public Management and Administration 07 Management and Administration	Political sciences Economic sciences
Strategic Planning	28 Public Management and Administration 07 Management and Administration	Political sciences Economic sciences
Regional Management Basics	28 Public Management and Administration 07 Management and Administration	Political sciences Economic sciences
Public Regional Policy	28 Public Management and Administration	Political sciences
Regional Development Planning	28 Public Management and Administration	Political sciences
Quantitative Methods	28 Public Management and Administration	Political sciences Economic sciences

	07 Management and Administration	
Principles of Policy Analysis	28 Public Management and Administration 07 Management and Administration	Political sciences Economic sciences
Politics and Lobbying	28 Public Management and Administration 05 Social and Behavioral Sciences 29 International Relations 03 Humanities 25 State Governing	Political sciences Psychological Sciences State Governing
EU Institutional Framework	28 Public Management and Administration 29 International Relations 08 Law	Political sciences Juridical sciences
European and international organizations	28 Public Management and Administration 29 International Relations 08 Law	Juridical sciences Political sciences
Introduction to European law	08 Law	Juridical sciences
Institutional Mechanisms of Local Self-government	28 Public Management and Administration	Political sciences
Sustainable Development of the City	28 Public Management and Administration	Political sciences
Competitiveness and Branding of the City	28 Public Management and Administration	Political sciences
Public Procurement	28 Public Management and Administration	Political sciences
Conceptual Principles of E-Government	28 Public Management and Administration	Political sciences
Information Technology Infrastructure of E-Government	28 Public Management and Administration	Political sciences
Organizational and Legal Support of E-Government in Ukraine	28 Public Management and Administration 08 Law	Juridical sciences Political sciences
Electronic Democracy and Electronic State	28 Public Management and Administration	Political sciences

Academic Discipline on Legal and Organizational Principles of Corruption Prevention	08 Law 21 National Security 28 Public Management and Administration 25 State Governing	Juridical sciences Political sciences Military Sciences National Security
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Authors have tried to illustrate the information given above in Table 2 about the proposed education and professional programs and curricula for them, which are offered for the training for PMA specialists by various HEIs. This information has been created by authors; taking into account current List of branches of knowledge and specialties, various curriculars, as well as the Table of correspondence of the List of scientific specialties and the List of branches of knowledge and specialties according to which training of higher education applicants is carried out (Table, 2015) and tried to schematically depict the relationship of the PMA with other study fields, which is the foundation of this specialty and testifies primarily to its interdisciplinary nature (Figure 1. “PMA interdisciplinary knowledge field model formed on the analysis of educational programs”).

Figure 1. PMA interdisciplinary knowledge field model



The analyzed data represented in tables, namely in Table 3 and illustrated by Figure 1 made it possible for the author's team to make following generalizations and interpretations to theoretical, normative and empirical material:

1. Globalization changes and the declared path to EU membership directly affect the educational programs content in Ukraine;

2. The rapid development of informatization and information technologies processes are certain drivers for the content and educational programs formation direction, as well as the use of innovative, remote educational process's technologies;
3. Decentralization and delegation by central Ukrainian authorities their powers to the HEI processes have directly and indirectly affected educational programs' development and their content, mainly positively;
4. Disciplines that develop leadership skills, self-government and ethical component of educational programs are represented insufficiently, and in fact this is the gap that needs to be filled by educational program developers, as the availability of relevant disciplines ensures the development of extremely important and necessary competencies of future graduates of educational programs and in the future civil servants;
5. Information about the curriculum, field of knowledge can identify and provide information about the institutional and disciplinary roots of a particular field, as well as its traditions and innovations;
6. The formation of a "new" autonomous specialty 281 PMA is based on:
 - a) previous knowledge, developments formed in the 07 "State Governance" knowledge field;
 - b) the 28 PMA knowledge field interdisciplinary characteristics and derived from it the same called specialty is confirmed directly by the educational programs' mandatory components, reflected in academic disciplines, their belonging to different (often interrelated or closely related) knowledge fields, their interdisciplinary nature, etc.;
 - c) the dominant trends in the Ukrainian, post-Soviet and European educational space;
7. Despite the fact that the knowledge field and the related specialty are autonomous, and usually differ from each other, but the interdisciplinary links' development and their interdisciplinary nature are in the paradigms and methodologies of the social sciences

CONCLUSIONS AND PERSPECTIVES FOR FURTHER RESEARCH

PA in Ukraine currently exists in four guises: as a brand of knowledge, a scientific specialty, a professional specialty and an academic discipline. In recent years, many changes have taken place in the field of PA in Ukraine and around the world, which, however, have not ensured the formation of a perfect system of management training. The analysis also allowed us to conclude that the problems of educational policy in the field of PA are not only national but also international. The study of foreign legislation, which regulates the principles of training in the field of public administration in both European countries, did not provide the opportunity to form an unambiguous list of components of a universal educational and professional program. However, given the analyzed experience of training specialists in PMA, it should be noted that the scope of this specialty in many foreign countries is much wider and includes fundamental legal training. In contrast, in Ukraine, the training of lawyers is carried out in certain areas within the independent specialties 081 – "Law" and 293 – "International Law". This approach cannot be considered successful, as it is clear that public

administration requires deep legal knowledge, as all decisions of any competent body must comply with applicable law, thus contributing to the effective functioning of a modern democracy. The HE reform, which is now gaining momentum in Ukraine, is moving in the direction of deepening the specialization of educational programs that train specialists in the specialty 281 – PMA and the specialty 081 – Law. However, foreign experience calls into question the correctness of the chosen approach, and shows that the training of lawyers and managers is appropriate within the joint educational and professional programs, which requires a deep adjustment of approaches to the training of future civil and public servants in Ukraine. Issues of content of educational and professional programs in the field of training of specialists in public administration are the subject of further study and determine the direction of future promising research.

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