

## STATE REGULATION OF PERSONAL SECURITY OF THE DOMESTIC SYSTEM OF POSTAL EDUCATION



### **Volodymyr Oliinyk**

*Candidate of Pedagogical Sciences, Associate Professor Deputy Director for Scientific and Pedagogical and Educational Work of the Educational-Scientific Institute of Management and Psychology SHSE "University of Management Education" NAPS of Ukraine, Kiev, Ukraine*

**Resume.** The article deals with and analyzes the state regulation of personnel provision of the system of postgraduate education. The conditions of the effectiveness of its functioning, achievement of the objectives and tasks set before it, and the transition to an innovative way of development are revealed. The level of competence and professionalism of management personnel of all management levels in the field of postgraduate education is presented, as well as the creation of an effective system of personnel management and development of leaders - leaders of all levels.

**Key words:** *public administration, postgraduate education, staffing, levels of competence, professionalism.*

### Formulation of the problem

Relevance of the subject under study. Proper staffing in the postgraduate education system is, of course, the most important condition for the effectiveness of its functioning and the achievement of its goals and objectives, and the transition to an innovative way of development. At the same time, the primary responsibility for the quality of postgraduate education cannot be relied upon only on pedagogical and scientific and pedagogical workers. Equally important role here is played by the level of competence and professionalism of the managerial staff of all administrative levels in the field of post-graduate education, employees of scientific institutions working in the educational sphere and other employees of the mentioned sphere.

Therefore, the problem of studying the state regulation of staffing of the system of postgraduate education and the directions for its improvement is very relevant, since postgraduate education today, in our opinion, is one of the priorities in education, as well as in solving complex problems of economic, socio-political, social and cultural development of the country.

### Analysis of recent research and publications

The analysis of theoretical and scientific sources shows that there are a large number of works related to the research problem, in particular problems of staffing of the civil service and training of civil servants, investigated by such scientists as O. Voron'ko, S. Dubenko, Y. Kannish, O. Konotoptsev, O. Melnikov, V. Lugovoi, T. Lukin, O. Obolensky, V. Ponedilko, N. Protasov, S. Seryogin, V. Shaiderov, S. Khajiradeva and others. Different aspects of public administration within the subject-object paradigm are investigated by B. Bakumenko, V. Knyazev, M. Koretsky, V. Lugov, V. Malinovsky, V. Tsvetkov, and others. A significant contribution to the organizational and economic aspects of the management of social development and education as a component of it has been made by such scholars as G. Balichin, N. Bagutdinova, B. Beschastny, V. Gamayunov, O. Datsiy, I. Dragan, V. Dorofienko, V. Pilyushenko, O. Povazhny, V. Sychenko and others.

The problem of forming the personnel potential of the higher education system, its theoretical, methodological and economic-organizational aspects of the formation and use of human resources was given to such scholars as D. Armstrong, T. Bazarov, R. Voitovich, D. Dvinnchuk, G. Dmitrenko, M. Doronin, S. Kozmenko, D. Kendrick, A. Kibanov, V. Kremen, V. Kutsenko, I. Lukin, E. Mayo, O.

Melnyk, M. Meskon, V. Oliynyk, V. Onikienko, O. Pankratov, O. Savchenko, O. Smith, F. Taylor, P. Fatkhutdinov and others. Along with this, the problem of state regulation of staffing of the domestic post-graduate education system remains unresolved.

The purpose of the article is to analyze the state of state regulation of staffing.

### PRESENTING THE MAIN MATERIAL

The process of proper state regulation of the staffing of the postgraduate education system begins, in our opinion, precisely from the establishment of an effective system of personnel management and the development of leaders - leaders of all levels who must be capable and responsible for the quality implementation of reforms and management of changes in the educational sphere, in particular, in field of postgraduate education [8, p. 51], which envisages, first of all, the updating of the functions of the management vertical, filling them with new content and value. This is due to the fact that at all levels of public administration postgraduate education a leading person who determines the purposefulness, productivity of the system and decisively influences all aspects of its life, is the leader. The most important area of his professional activity is power relations and power and administrative activities that enable transforming the diversity of actions and relationships into a holistic system of people's activities on the basis of a certain legislative framework and directing it to achieve consciously set goals [10, p. 126]. Consequently, the appointment to senior positions of persons with the necessary professional competence is an important factor in providing quality educational services to the Ukrainian population of the domestic system of postgraduate education and to suggest ways to improve it.

In our opinion, when introducing new managerial concepts, models into the practice of state regulation, it is advisable to rely on the personal factor of the management system. Therefore, it is right to put the problem of compliance with the social conditions of management of postgraduate education at the personal level, which should be ensured by a list of professionally important qualities that would enable the manager to realize the individual's potential in management, to provide management at the appropriate level, based on ideas about compliance with social conditions.

Improving the state regulation mechanism for postgraduate education should be based on effective leadership. We agree that if "the

classic manager should systematically push employees to what he considers to be necessary to do, then the leader leads to a common goal, inspires the workers so that they themselves would like to do what is important. Trust in people, delegation, innovation, flexibility and strategic thinking, learning in their own experience, and not punishment for mistakes are important for leadership "[8, p. 51].

V. Gromov emphasizes that "today there can be only two variants of educational policy: the creation of a leadership model for the management of educational development (such a model is especially needed when a breakthrough is needed) or artificial support for organizing the administrative-bureaucratic model, which in fact means the impossibility of developing education in general" [5, p. 24]. Implementation of the "Leadership Model of Education Policy" in order to achieve these goals involves the development and implementation of a series of actions aimed at developing the leadership potential of all participants in the educational process. Such a "leadership breakthrough in education" will enable the formation of a new generation of school leaders - "people with new values, new visions of perspective, new ideas of avant-garde pedagogy, a new understanding of the modern paradigm of education, new myths and new energy" [5, p. 26].

We assume that the leader in the management of postgraduate education system is a person capable of putting forward the productive goals of the system's development, taking into account changes in the external environment and social priorities, to find the best ways to achieve them on the basis of power-administrative activities within a single legal field, recognized social norms and values, using for this purpose the efforts of the personnel and their own initiative [10, p. 127].

At the same time, we would like to note that according to researchers, the number of civil servants who manage to achieve significant success and become generators of progressive movement, is only about 5% of the total number of leadership [4, p. 162].

The solution of this problem is possible in the establishment of a mandatory rule for the appointment of managers in the field of education only subject to their special master's training in educational leadership [7]. In particular, in most developed countries of the world (USA, Canada, Australia, and others), you need to get Leadership in Learning, Education Leadership for appointment to a leadership position in the field of education.

It is clear that the leader, whose style corresponds to the objective needs of the educational system, the priorities of society development and the expectations of subordinates, can achieve better results, increase the efficiency of their own management activities. Therefore, the correspondence of the style of management to the objective needs of postgraduate education, elimination of existing restrictions, which, in particular, consist in the imperfection of delegation of authority, lack of personal responsibility, control over the implementation of decisions, neglect of obvious and hidden violations of moral and ethical norms is a prerequisite for the implementation of the proposed model of public administration.

A management professional should be considered from the point of view of the system approach as a "system" consisting of subsystems of psycho-physiological, psychosocial and socio-functional nature, where quantitative and qualitative relationships of individual elements form the socio-psychological pivot of the personality of a specialist-manager [3, p. 79-87]. The first structure consists of psychophysiological qualities (sexual and age characteristics, type of the nervous system, features of temperament, anatomophysiological features of the organism, which serve as a peculiar basis for which professionally important qualities are based). The second structure should include psychological qualities, the list of which can be considered as a psychodrama of the manager, which includes a qualification

An essential aspect of preparing a manager for the implementation of social conditions appropriate to management is the development of the need for professional self-improvement, which is directly related to the personal. A fundamental condition for such development is the awareness of the individual of the need for certain changes, shifts, transformation of the inner world, search for new possibilities for self-realization, that is, raising the level of professional self-consciousness. Therefore, there is an urgent need for implementation in

(i.e., the presentation of the necessary professional knowledge, skills and abilities) and requirements to the level of development of psychological cognitive processes and mental properties of the person of the professional manager. The third structure is due to the consequences of studying the main professional functions, the object of professional efforts, the basic means and methods of solving professional problems, etc.

By definition, OI Bondarchuk professionalism - an integrative characteristic of the personality of a professional, which provides the qualitative-quantitative level of professional activity corresponding to the requirements and contains:

1) social maturity; 2) personal maturity and 3) active maturity. The level of professionalism is determined on the basis of a set of indicators: professional productivity, professional identity, professional maturity [11, p. 347].

Y. Molchanov among the key professional competencies of the head of education has identified the following: analytical and diagnostic, subject-specific, information-communication, organizational-managerial and socio-psychological (Table 1).

Competency approach is the most productive to assess the professional development of a modern manager. It allows him to more profoundly assess his professionalism, since the phenomenology of his professional experience is not his components (knowledge, skills, skills that show themselves with a high degree of variability in professional activity), and the peculiarities of the structural organization of the hierarchy of mental carriers, which are empirically determined from the middle established properties of professional experience. The effect of integrating knowledge, skills, skills, habits in the professional experience of the manager is his professional competence.

Table 1

## Key competencies of the education manager

Types of competencies	Content of competencies
Analytically-diagnostically	Ability to practically apply methods of scientific research (in particular, system analysis and synthesis), diagnostic technologies, interpret the results and use them in decision-making and in solving professional problems.
Subject-specific	Ability to practically apply the benefits of social sciences (science of public administration, philosophy, economics, management, sociology, psychology, etc.) for decision-making and the solution of professional tasks.
Informational-communicational	Ability to apply information and communication technologies practically to meet professional needs and to solve socially important administrative tasks.
Organizational-managerial	Ability to ensure the continuous professional development of the collective, organization, sphere of education as a whole by adopting (within its functional responsibilities and powers) managerial decisions that contribute to the achievement of the stated goal.
Socio-psychological	Possessing relevant socio-psychological knowledge, skills, as well as communicative skills used by the manager in the management system.

Source: developed by the author using [9, p. 232].

system of training of managers of self-development programs. In their development, it should be borne in mind that the process of self-development depends largely on the situation that has developed in society at the present time.

In the unstable Ukrainian society, this process is much more complicated, as there is a huge number of social standards and criteria for life's success, and value orientations have not yet developed and remain very blurred. In addition, the unstable environment includes a variety of threats that can affect the processes of self-development. But the instability of the environment has its own positive ones, which should also be taken into account. In particular, within the limits of the instability of the environment contributes to the creation of a variety of human reactions, flexibility of thinking, expansion of the horizon of thinking, the development of tolerant attitude to different points of view.

Taking into account the above, the program of development and self-development of leading personnel of postgraduate education should be focused on: research and taking into account the individual characteristics of the manager; stimulating the search and release of internal resources of an individual, unrealized opportunities; increased readiness of the individual to change; correction of existing professional deformations and other restrictions of development; overcoming the

inertia of thinking; raising the level of professional self-awareness; creation of conditions for creative self-realization of the personality, stimulation of flexibility and non-standard thinking; training of emotional fitness, ability to adequately respond to stressful situations; moral self-improvement of personality; improvement of interaction skills with others, teamwork; the accumulation of a new reflexive experience; fixing of new ways of behavior, which are assimilated in the process of learning; search of effective means of management influence taking into account own potential of the head; correction of professional development of the person.

Consequently, today the urgent need is to eliminate the contradictions between the procedure for the appointment of senior executives in the field of education and the requirements for their training.

The main measures to improve the quality of managers of all levels in the educational sphere, including in the field of postgraduate education, can include the following:

- to develop and approve profiles of professional competence for all positions in the educational "management vertical", as

well as relevant requirements to the level of professional competence and specialty candidates for these positions;

- introduce special training programs: a strategic human resources management program for human resources managers at all levels of the "managerial vertical" in education; Leadership Program for top and middle managers of the "educational management verticals", heads of educational institutions, which will include change management, human resource management, effective communication, development of other leadership competences; to improve the system of appointments of senior staff in the system of education management by: increasing the requirements to the educational level, the availability of managerial and pedagogical seniority candidates for management positions; restoration of the technology of selection of personnel for taking managerial positions from the number of workers having experience in the positions of the lower level of the system of education management; termination of corruption schemes in the process of appointments of senior personnel in the field of education;

- to develop and implement a system of professional testing for applicants for managerial positions in the education system on the basis of certain professional competences with the issuance of the corresponding certificate; create appropriate structures (centers of independent assessment) that will prepare and conduct professional testing of education managers and teaching staff for their professional competence;

- to develop and approve normative documents: "Regulations on the appointment of senior staff in the field of education of Ukraine", "Regulations on professional testing of senior personnel in the field of education", "On certification of education managers";

- modernize the system of professional development of specialists and ensure the professional development of "management vertical" personnel in the field of education through: expanding the network of institutions, diversifying forms and activities for the training and qualification improvement of employees of the education management system at different levels; to bring the content of professional work of the personnel in line with the personnel, in particular, to ensure the practical orientation of the system of

improving their qualifications for the implementation of the necessary economic reforms in the country; mandatory qualification of persons who hold senior management positions in the system of educational "management vertical"; establishing a clear correlation between the level of knowledge, the results and the periodicity of qualification improvement and the conditions of remuneration and promotion; formation of training groups for further training based on learning needs, level of qualification and experience; introduction of monitoring of the practical use of knowledge and skills acquired in the course of advanced training;

- improve the system of remuneration of employees of the education management system, taking into account the content and scope of the work performed, its complexity, level of responsibility and personal contribution of the employee to the general results of work; to overcome the existing imbalance in the remuneration of employees of the educational "management vertical" and the heads of educational institutions [7].

A proper human resources management system enables: to attract and retain experienced professionals, stopping the process of DE professionalizing the personnel potential of the education management system; improve the quality of management services; conflict resolution of interests and prevention of corruption; better motivate employees to carry out their duties; to identify potential conflicts in advance, to solve them and to prevent such situations; mobilize and timely redistribute human resources to achieve goals and priorities.

The next important component of state regulation of personnel supply are actually pedagogical and scientific and pedagogical workers, whose function is reproduction and enrichment of the personnel potential of the state

[2, p. 77].

Scientific and pedagogical workers as forming part of the personnel potential of the educational institution are professionals who directly participate in raising the level of professional knowledge through the result of their own scientific and pedagogical activities in the direction of its practical use [14, p. 198].

At the same time, the presence of a number of problems in the field of education,

quite low off positive trends, which leads to a decrease in the efficiency of the educational system, including postgraduate education. To such negative factors, scientists include: uneven distribution of intellectual potential in the territory of Ukraine, a significant concentration of it in metropolitan areas, and especially in the capital; aging of the teaching staff; reduction of the social status of the teaching staff; lack of material remuneration for work; low level of proficiency of teachers with modern information technologies (especially the method of their use in the educational process) and foreign languages; reduction of professional and especially moral and ethical characteristics [1, p. 44].

Consequently, for most postgraduate education institutions there is a problem of preserving human resources, the solution of which involves the development of conceptual approaches, the definition of practical principles and perspectives for staff development [13].

At the same time, requirements for the professional competence of scientific and pedagogical workers, which provide the content and organization of training in the system of postgraduate education, are growing. Allocate such basic components of the professional competence of the teacher:

"motivational" - a set of needs, motives, interests, values orientations, attitudes, adequate to the goals and tasks of pedagogical activity, and their integrative complexes (cognitive needs and interests, humanistic orientation, aspiration to be realized in scientific and pedagogical activity, etc.);

- cognitive - a set of knowledge necessary for the implementation of scientific and pedagogical activities (knowledge of the subject, pedagogical, psychological basis of organization and management of the educational process, etc.);

- operational - a set of skills and skills necessary for the practical solution of educational and educational tasks (ability to establish interpersonal contact, organize interpersonal interaction, organize and transmit educational information, etc.);

- personal - a set of personal qualities important for professional pedagogical activity (communicative, responsible, empathy, readiness for reflection, ability to self-examination and self-governance, etc.)" [12, p. 58].

In addition, for teachers of the postgraduate education system it is important to understand the essence of their innovation activity [6, p. 94], given the forward-looking nature of postgraduate education.

L. Lisina highlights the following components of the innovative activity of the pedagogical worker of the institution of postgraduate education:

- personally-motivated processing of existing educational projects, their independent interpretation, selection and classification of problem pedagogical situations, active search for innovative information, familiarization with innovations;

- a professionally-motivated analysis of own opportunities for creating or mastering innovation, deciding on the use of new; the formulation of goals and general conceptual approaches to the application of innovation;

- prediction of changes, difficulties, means of achieving the goals, results of innovation activity; discussion with colleagues, administration of ways to introduce innovations;

- development of the conceptual framework and stages of experimental work;

- realization of innovative actions; introduction of innovations in the postgraduate educational process and tracking the sequence of its development;

- implementation of control and correction of the introduction of innovation; evaluation of the results of implementation, reflection of the self-actualization of the teacher [6, p. 95].

At the same time, it is clear that the achievement of a high level of innovative activity of pedagogical and scientific and pedagogical staff in the system of postgraduate education is possible only with the creation of the necessary motivational and psychological conditions for continuous professional development and enhancement of the teacher's creative activity.

Consequently, "the strategic goal of the system of professional growth of pedagogical and scientific and pedagogical workers is to provide conditions for their continuous professional development and self-development, the formation of appropriate needs.

This can be achieved by implementing a number of tactical goals:

- development and introduction of social motivations (incentives and incentives) to actualize the need for continuous

improvement of the professionalism of all categories of pedagogical and scientific and pedagogical workers;

- creation of conditions for the maintenance of specialists in the field of pedagogical and scientific and pedagogical activity;

- development of postgraduate education, including periodic training of teachers, development of principles and technologies for adult education;

- quantitative increase and qualitative improvement of post-graduate and doctoral studies as the main institutes of training of scientific and pedagogical personnel of high qualification;

- increasing attention to the problems of personal development of pedagogical and scientific and pedagogical workers, first of all, those changes taking place in the process of professional activity, creation of conditions for optimization and harmonization of trends of professional improvement "[2, c. 79].

Areas and ways of professional development and self-development of pedagogical and scientific-pedagogical workers in the system of postgraduate education:

- influence on all components of the processes of professional development and self-development: definition of requirements in terms of competences that are advanced to a particular type of professional activity; Diagnosing the qualities (competences) that a particular person has; definition of directions and ways of development / self-development, proceeding from the desired result and available qualities formulated in terms of competencies; drafting a development / self-development program for a particular person; definition of new perspectives and directions of development / self-development, etc.;

- expanding the areas of professional improvement / self-improvement in the system of post-graduate education: gaining additional, deepening existing knowledge, developing skills and competences, and other competences required by a specialist; strengthening the existing positive ones qualities that enhance the efficiency of

professional activity; elimination of restrictions that reduce the efficiency of professional activity; awareness and overcoming of professional deformations that arise under the influence of the relevant activity; development of a person's outlook; humanization of professional position; formation of ability, stable motivation for constant improvement / self-improvement;

- allocation of tasks for overcoming professional deformations of a specialist as a normative component of postgraduate education;

- introduction to the content of the educational process at the courses of advanced training of educational technologies that enable to solve the actual tasks of improvement / self-improvement of the personnel potential of the education system: interconnection, complementarity of professional development and self-development, motivation for their continuity; increasing the level of awareness of a specialist in various events occurring in all directions and levels of its interaction with the surrounding world (human, professional, personal, etc.); the formation of a modern style of thinking with its characteristic features (systemic, flexibility, dynamism, perspective, historicism, objectivity, conceptuality, analyticity, innovation, etc.); increasing the level of dialogue, tolerance, unbiased attitude to other people and their actions, the desire for constructivism, cooperation, the achievement of consensus, the refusal of confrontation; Measurement of theoretical knowledge and generalization (theorization) of life, professional experience; assimilation of effective strategies and techniques of self-realization, livelihoods, professional activity; mastering of the components of professional activity, which for various reasons have not been mastered before, the development of methods of compensation or the further development of those qualities that are not well-formed; to create in each specialist their own system of activity, in which the individually combined individual qualities and regulatory requirements [2, pp. 79-82].

**CONCLUSIONS**

Consequently, the current trends in the formation of human resources provide evidence that the current stage of civilization development is due to objective laws of social development, the emergence of new values and socially significant human resources. At present, the state regulation of personnel provision of the post-graduate education system in Ukraine in the conditions of society transformation requires further improvement in the direction of increasing the competence of professional staff capable of competently, creatively and responsibly to solve not only urgent tasks but also prospects.

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**Summary.**

The article highlights the urgent problem of state regulation of personnel supply of the national system of postgraduate education. It is noted that proper staffing in the system of postgraduate education is undoubtedly the most important condition for the effectiveness of its functioning and achievement of its goals and objectives, and the transition to an innovative way of development. The process of proper state regulation of the staffing of the system of postgraduate education begins precisely from the establishment of an effective system of personnel management and the development of leaders - leaders of all levels who must be capable and responsible for the quality implementation of reforms and management of changes in the educational sphere, in particular in the field of postgraduate education.

It is emphasized that improvement of the mechanism of state regulation of postgraduate education should be based on effective leadership, and also depends on the level of professionalism of public administration personnel.

The key professional competencies of the education manager are identified: analytical and diagnostic, subject-specific, information-communication, organizational-managerial and socio-psychological.

It is determined that the strategic goal of the system of professional growth of pedagogical and scientific and pedagogical workers is to provide conditions for their continuous professional development and self-development, formation of corresponding needs.

The directions and ways of professional development and self-development of pedagogical and scientific-pedagogical workers in the system of postgraduate education are offered:

It is concluded that for most educational establishments of the postgraduate education system there is a problem of preserving the personnel potential, the solution of which involves the development of conceptual approaches, definition of practical principles and perspectives of personnel development.