METHODOLOGICAL FOUNDATIONS FOR THE STUDY OF INFORMATION AND LEGAL SUPPORT FOR THE TRAINING OF PERSONNEL OF THE STATE CRIMINAL AND EXECUTIVE SERVICE OF UKRAINE

Purpose. *The article substantiates the theoretical and methodological foundations for studying the information and legal support of personnel training within the State Criminal and Executive Service of Ukraine (SCES). It defines principles and approaches ensuring scientific integrity and practical relevance in researching legal regulation, education, and digital security. Attention is given to the interrelation of philosophical, general scientific, sectoral, and applied levels of cognition, which together shape a coherent understanding of normative-legal, organizational, and informational mechanisms of personnel training. The article highlights the need for an adaptive methodological model that reflects the influence of digitalization on managerial, educational, and legal processes and ensures balanced integration of academic rigor with practical needs in reforming professional education.*

Methods. *The study uses general scientific and special legal methods, including analysis, synthesis, induction, deduction, the system-structural and formal-legal methods, comparative and historical-legal analysis, and empirical approaches. The methodological basis relies on systemic and structural-logical principles that integrate legal, educational, and technological components. Conceptual analysis clarifies key categories, while empirical methods help assess the current state of normative regulation of personnel training within the SCES.*

Results. *The research defines methodology as a system of principles and cognitive tools ensuring a holistic understanding of SCES personnel training under digital transformation. Methodology is presented as an integrative mechanism linking legal and educational perspectives, enabling the development of a scientifically grounded model of information and legal support. The combination of different levels of cognition allows formulating guidelines for personnel training aligned with international standards and contemporary information-security requirements.*

Conclusions. *The methodological foundations for studying information and legal support of SCES personnel training provide the basis for modernizing the educational system. The methodological structure integrates legal norms, digital technologies, and pedagogical principles into a unified model, improving regulatory support and training effectiveness. The article advances interdisciplinary research by combining theoretical-legal and educational-management approaches necessary for developing professional education and digital transformation in public service.*

Key words: Higher Education, Penal Law, Human Rights Law, Other Areas of Law, Information and Internet Services, Technological Change: Choices and Consequences.

JEL classification: I23, K31, K38, K49, L86, O33

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Introduction. The issue of information and legal support for the training of personnel within the State Criminal and Executive Service of Ukraine (SCES) is highly relevant in the context of the modern transformation of public administration, the digitalization of the legal system, and the growing role of information technologies in ensuring the security and effectiveness of penitentiary activities. Under conditions of transition to e-governance and the implementation of automated information systems in the work of law enforcement bodies, the quality of personnel training determines not only the effectiveness of their official duties but also the level of human rights protection, personal data security, and overall legal safety. The absence of a unified methodology that integrates legal, pedagogical, and informational components of professional training creates risks of fragmented knowledge, inconsistency in the regulatory framework, and insufficient readiness of personnel to operate under information-related challenges. Therefore, the

theoretical justification of methodological foundations for this process is a necessary prerequisite for the modernization of the SCES educational system.

Furthermore, the relevance of this study is driven by the need to integrate the national system of professional education with international standards in the fields of information management, cybersecurity, and human rights. Contemporary approaches to the training of criminal justice personnel require the use of interdisciplinary methods that take into account the interconnection between legal norms, digital tools, and ethical requirements for data handling. In this context, the exploration of methodological foundations of information and legal support not only expands the theoretical field of legal science but also has applied significance for the development of practical mechanisms for professional development within the SCES. The creation of a conceptual model that integrates legal principles, educational standards, and digital technologies will ensure the adaptability of the training system to the challenges of the digital era, facilitate the formation of a professional culture of information security, and enhance the effectiveness of penitentiary institutions.

The purpose of the article is to substantiate the theoretical and methodological foundations for studying the information and legal support of personnel training in the State Criminal and Executive Service of Ukraine (SCES), and to identify the system of principles, approaches, and methods that ensure the scientific coherence, objectivity, and practical orientation of research in the fields of legal regulation, education, and digital security.

The theoretical and methodological basis of the study includes theoretical and philosophical research on information and legal support for personnel training, fundamental principles of legal, pedagogical, and psychological sciences, and the works of domestic and foreign scholars. The study also relies on normative documents such as the Laws of Ukraine *"On Information," "On Access to Public Information," "On Personal Data Protection," "On State Secrets," "On Information Protection in Information and Telecommunications Systems," "On Electronic Identification and Electronic Trust Services," "On Copyright and Related Rights," "On the State Criminal and Executive Service of Ukraine," "On the National Police," "On Education,"* and others, as well as the Order of the Ministry of Justice of Ukraine *"On the Approval of the Regulation on the Organization of Service Training of Officers and Staff of the State Criminal and Executive Service of Ukraine,"* among others. Research on the methodology of law has been conducted by M. Hurenko, O. Zaichuk, M. Kelman, V. Kopcha, M. Kostytskyi, O. Krushelnytska, V. Kravets, H. Luk'ianova, V. Myronov, M. Miroshnychenko, V. Moiseiev, N. Onishchenko, V. Pazenko, S. Slyvka, V. Smyrnov, V. Shtanko, Kh. Yurkevych, among others.

Literature Review and Presentation of the Main Material. The methodology of scientific research represents a clearly organized system of principles, approaches, methods, and techniques that ensure the planning, implementation, and evaluation of the research process as a whole. It serves as the scientific foundation that guarantees the objectivity, systematic nature, and representativeness of research outcomes. According to widely accepted academic conceptualizations, methodology encompasses several levels: the philosophical foundation, general scientific principles, specific scientific (disciplinary) approaches, as well as concrete methods and techniques used by a researcher within a particular study (Philosophical Encyclopedic Dictionary, 2002).

At the philosophical level, methodology incorporates general worldview principles and epistemological approaches to cognition that regulate rationality, critical reflection, openness to scholarly critique, and the empirical verification of scientific statements. At the general scientific level, it relies on methods of logical inquiry – such as analysis, synthesis, induction, deduction, comparison, and modeling – which are universal across all academic disciplines and enable the formation of the structure of the research and the logic of argumentation (Lukianova, 2011).

The specific-scientific (disciplinary) level of methodology constitutes a system of principles and approaches inherent to a particular field of knowledge, such as law or law enforcement studies. It includes adapted concepts and principles that consider the specificity of normative-legal frameworks, the structure of law enforcement institutions, the peculiarities of information security, and the nature of educational processes (Krushelnytska, 2003).

Methodology is viewed as a system that ensures the selection of adequate methods for studying social phenomena and the formation of theoretical representations of their research potential. It is not merely a technical toolkit but a comprehensive conceptual framework for understanding and interpreting the processes

under investigation. It is methodological grounding that enables the practical improvement of social practice; without it, any transformations risk becoming ineffective or even detrimental (Lukianova, 2011).

A number of classical methods of working with empirical sources are used in scientific research. Among them are:

The *systemic method of legal research* in contemporary legal scholarship is regarded as a methodological approach oriented not only toward the analysis of legal texts but also toward the systematization of empirical studies in the field of law. In the national legal tradition, it is defined as a scientific direction whose primary task is the development of research methods and the formation of certain systemic objects. This approach is based on the understanding of law as a complex structural-element system, the fundamental component of which is the legal norm. When legal norms are grouped into branches of law, they ensure the effective regulation of various spheres of social relations, which makes it possible to conceptualize normativity as a systemic phenomenon of social reality manifested through a set of normative-legal prescriptions. The orderliness and interconnectedness of legal norms form a coherent and complex legal system that is subject to scientific inquiry (Kopcha, 2020).

The *doctrinal method of legal research* focuses on studying legal concepts, principles, and norms enshrined in laws and other sources of law. Its key purpose lies in ensuring the stability and predictability of legal regulation. This method involves the systematic analysis of lawmaking practices, legal principles, and legal doctrines with the aim of their logical structuring, thereby providing internal coherence to the legal system. The source base for this approach includes statutory texts, legal commentaries, parliamentary reports, specialized periodicals, and historical-legal studies. A distinctive feature of the method is that it is primarily employed by judges, scholars, and legal educators for interpreting and improving the legal system (Kopcha, 2020).

The *historical-legal method* is grounded in the study of the intellectual and institutional history of legal phenomena, enabling a deeper understanding of their nature and evolution. Its application encompasses both local dimensions – related to specific aspects of the functioning of the legal system – and broader comparative studies that transcend national or religious traditions. In contemporary discourse, this method has acquired an international and comparative character, which significantly expands the horizons of legal history. It is regarded as a form of critical legal analysis that integrates legal history with historical inquiry and overcomes the traditional dichotomy between "modern" and "classical" legal scholarship. In this sense, the historical-legal method constitutes an essential element of methodology aimed at comprehensively revealing the regularities of legal development (Kopcha, 2020).

The *descriptive method* consists in recording and representing the state of a particular phenomenon or situation at a specific moment in the research process. Descriptive studies focus on identifying and characterizing facts without providing their in-depth explanation. Surveys of various types, comparative analysis, and the collection of factual data are most commonly employed within this framework.

The *method of conceptual analysis* is used to examine and develop abstract ideas or theories. It is primarily applied in philosophical and theoretical studies where there is a need to formulate new concepts or reinterpret existing frameworks.

The *evaluation method* is aimed at analyzing the efficiency and effectiveness of specific norms, rules, or proposals. It allows for determining the extent to which legal norms align with societal, political, and economic goals, whether they are consistent with the current legislation, and whether they can be adapted to foreign legal systems, taking into account their distinctive features.

In addition to the aforementioned approaches, scientific practice employs other specialized methodological frameworks, including rational choice theory, game theory, and economic analysis of law.

In contemporary legal research, the *systemic approach to cognition* is gaining increasing significance and is embodied in the paradigm of *"method – technique – methodology."* This triad reflects the logic of scientific inquiry: from the selection of a specific research instrument to the formation of a coherent conceptual framework of legal cognition.

A *method* is the principal means, technique, or instrument of scientific cognition of legal phenomena. In jurisprudence, both general scientific methods (analysis, synthesis, induction, deduction, the systemic approach) and special methods (the formal-legal method, comparative legal method, historical-legal method, sociological method, etc.) are applied.

A *methodology* is a system of concrete procedures and techniques for implementing a method within a given study. It determines the sequence of the researcher's actions, the rules for processing empirical

material, and the procedure for recording results. For example, the methodology of comparative legal research includes the selection of national systems, the identification of comparison criteria, and the analysis of similarities and differences.

Methodology, in its broader sense, constitutes the highest form of organizing scientific inquiry, encompassing a set of methods and techniques united by common theoretical principles. In legal scholarship, methodology sets the conceptual orientation of the research: it defines which legal phenomena constitute the object of analysis, which methods are adequate to their nature, and how the resulting findings should be applied in law-making or law-enforcement practice.

Thus, the method is an element of practical cognition, the methodology is the algorithm of its implementation, and the overarching methodology represents the theoretical foundation and system of coordinates within which legal research occurs. The interaction of these three categories ensures the scientific validity and practical effectiveness of legal inquiry.

Accordingly, the methodology of scientific research is a conceptual and structurally organized system that regulates the entire cycle of research activity – from problem definition to obtaining substantiated results. It ensures scientific validity, representativeness, and the transformative potential of the knowledge produced.

In foreign studies, methods are employed that enable deep analysis of legal information drawn from diverse sources. Among them, a significant role is played by *case law research*, which consists in examining judicial decisions, their reasoning, legal argumentation, and precedents. This method is used to understand how the law is applied in practice, what trends in judicial interpretation have emerged, and to what extent decisions of higher courts hold direct or indirect authority. Another important direction is *statutory research and analysis*, which includes studying legislative texts, examining their structure, legislative history, legal context, interpretations, and amendments introduced either by the legislature or through judicial practice. The methodology of statutory analysis is complemented by tools from legislative history and comparative law, which allow researchers to reconstruct the preconditions of legal regulation and compare practices across different jurisdictions (Documind, 2025).

Particular emphasis is placed on *information-retrieval and processing tools*: the use of *Boolean operators and natural-language search techniques* helps optimize the selection of relevant legal sources, reduce informational noise, and increase the precision of research results. Citation analysis and the use of *citator services* make it possible to track how interpretations of statutes or decisions evolve, whether they have been overruled or modified, and how precedents are used in subsequent rulings. The *comparative and international law research method* deepens the understanding of legislative approaches, principles, and standards in various legal systems, which is crucial for the implementation and harmonization of Ukrainian law with international obligations (Documind, 2025).

Interdisciplinary research methods are becoming increasingly important in contemporary law and criminal justice. Scholars combine legal, sociological, psychological, ethical, and technological tools to analyze complex issues such as trust, bias, information security, and the handling of digital evidence (Woo, 2015).

Methodologies of legal research constitute the foundation of modern legal science and practice, as they ensure systematic approaches to collecting, analysing, and interpreting legal information. The use of structured research frameworks enables the formulation of well-grounded conclusions, enhances the reliability of legal argumentation, and contributes to a deeper comprehension of complex legal issues. As a result, legal documents gain greater evidentiary value and internal coherence, since their structure is based on verified data, normative provisions, and precedents. Proper application of research methods simultaneously broadens the scope of critical thinking, promotes objectivity in legal assessment, and strengthens confidence in analytical outcomes (Laws Learned, 2024).

Contemporary trends in legal research methodology are shaped by the influence of digital technologies and interdisciplinary collaboration. The use of artificial intelligence in legal research introduces new opportunities for optimising data analysis, synthesising evidence, and accelerating the drafting of legal documents. Mixed-method approaches integrating quantitative analysis with qualitative interpretation are gaining prominence, as they allow for a comprehensive understanding of case law and the development of more persuasive legal arguments. Data visualisation tools are becoming instrumental in presenting complex legal concepts in an accessible format, thereby improving communication of research results and enhancing the accessibility of legal documents for broader audiences (Laws Learned, 2024).

Significant attention in emerging methodological frameworks is devoted to ethical considerations, particularly personal data protection and the promotion of inclusivity in research practices. Establishing robust ethical standards will become an inherent component of future legal research, ensuring not only compliance with legislative requirements but also greater transparency and trust in research outcomes. The combination of qualitative, quantitative, and mixed methods, when implemented with strict adherence to ethical principles, creates a foundation for deeper and more reliable analyses. Adaptation to these trends equips legal practitioners and scholars with the ability to navigate complex legal environments effectively and to produce arguments that respond adequately to modern challenges (Laws Learned, 2024).

Empirical approaches, including *Evidence-Based Policing* (EBP), are actively implemented in the United States and other countries. These approaches rely on the analysis of statistical data, laboratory experiments, policy studies, and evaluations of practical interventions (Sherman, 1998). The EBP model, institutionalised through organisations such as the *Center for Evidence-Based Crime Policy*, contributes to continuous improvement of policing strategies based on scientific assessment of intervention effectiveness.

Case-based and thematic models, such as *case studies* and *cognitive-based interviewing*, have proven effective in training law enforcement officers. Notably, Juan Méndez developed the Méndez Principles, which articulate a non-coercive, ethically grounded, and psychologically informed model of investigative interviewing. This approach is now integrated into police training programmes worldwide (Méndez, 2021).

Innovative approaches include modelling and simulation techniques, such as *Agent-Based Modelling (ABM)* for studying organised crime, or *gamification* for training in counter-terrorist financing. These methods combine qualitative expert knowledge with quantitative analysis and allow for the development of training scenarios that replicate real or near-real operational conditions for law enforcement personnel (Zola, 2024; Oetker, 2023).

Law enforcement personnel refers to the group of individuals officially engaged in fulfilling state functions related to maintaining public order, preventing and investigating crimes, and ensuring security and legality (Bronevytska, 2016).

In U.S. legal interpretation, the term *law enforcement personnel* refers to individuals employed by federal, state, or local law enforcement agencies who possess the appropriate training and are authorised to carry firearms, conduct arrests, and perform procedural actions necessary for enforcing criminal law within a specific jurisdiction (USLegal).

In a broader sense, as noted by Angus Nurse (Nurse, 2024), law enforcement extends beyond police work and encompasses a wider system of social control, including civil and specialised entities, regulatory bodies, and agencies responsible for maintaining legal order. Personnel within these structures perform tasks related to preserving public order and safety, responding to threats to societal interests, and carrying out preventive, investigative, and punitive functions.

The methodology of training law enforcement personnel (Pagon, 1996) is a complex and systematic educational and training process aimed at developing the necessary competencies required for effective professional performance. This process integrates academic education, basic training, field instruction, and periodic professional development courses, ensuring a comprehensive approach to law enforcement training. Academic instruction in police academies covers a broad spectrum of subjects, including legal, ethical, psychological, operational, and technical components, providing trainees with deep theoretical foundations necessary for practical application.

Importantly, training is not limited to theoretical aspects; it includes scenario-based practical exercises focusing on conflict de-escalation, work with digital evidence, and the qualified use of force. Specialised training enables law enforcement officers to apply newly acquired knowledge in real-life situations, developing competencies in public interaction and conflict management. This component is essential in contemporary conditions characterised by increasing crime complexity and the necessity to adapt to emerging technologies (Pagon, 1996).

Based on the above approaches, the methodology for studying the information and legal support of SCES personnel training may be conditionally divided into several components. The *normative-legal component* (Likhovytskyi, 2024) defines the legal framework governing personnel training. Its basis includes the Constitution of Ukraine and laws such as: *On the National Police, On the Security Service of Ukraine, On the State Border Guard Service of Ukraine, On Security Activities, On the State Bureau of Investigations, On the State Criminal and Executive Service of Ukraine, On Information, On Personal*

Data Protection, *On Higher Education*, as well as legislation regulating cybersecurity and e-governance, including *On Access to Public Information*, *On State Secrets*, *On Protection of Information in Information and Telecommunication Systems*, *On Electronic Identification and Trust Services*, *On Copyright and Related Rights*. These acts establish mandatory standards for law enforcement activity, information processing, information protection, and human rights compliance, defining the legal rules governing the handling of personal data and the lawful acquisition and use of information.

The *organisational-methodical component* (Holodnyk, 2023) involves the development of curricula, methodological guidelines, practical training sessions, and instructional simulations. These resources model real-world scenarios of working with information – from collecting digital evidence to conducting cyber investigations in compliance with confidentiality procedures. Such methodologies integrate principles of information security and human rights protection, reflect the educational standards of the Ministry of Internal Affairs of Ukraine, and incorporate international best practices.

The *technological component* encompasses the use of modern information systems and analytical platforms in training (Kosarevska, 2018). These include forensic databases, electronic document management systems, digital evidence processing simulators, and cyber-range environments. Practical training in these areas facilitates the development of skills in responding to cyber threats, managing data, and employing tools for information monitoring and analysis.

Institutional cooperation is a key element of this system. It is implemented through partnerships between SCES and MIA educational institutions and law enforcement bodies, cyber police units, information security centres, and IT companies. Such cooperation allows for continuous updates to curricula, ensures feedback loops, and enables the adaptation of personnel training to emerging challenges.

Thus, the information-legal support of personnel training in law enforcement agencies and the SCES of Ukraine is aimed at establishing a continuous, technologically enhanced, and legally regulated educational process that ensures the alignment of training with contemporary operational needs and societal expectations.

The methodological structure of the study is based on a combination of general scientific and specialised legal methods adapted to the specifics of information-legal support for law enforcement personnel training. General scientific methods – including analysis, synthesis, induction, deduction, and forecasting – facilitate the examination of fundamental patterns and trends in the digitalisation of the law enforcement sphere and the development of information law within educational processes. In particular, the inductive approach enables the formulation of conclusions based on observations of practical models of police training, including officers' behaviour when applying information technologies, whereas the deductive approach structures conceptual elements of information-legal support (such as norms, educational standards, and organisational mechanisms) (Mozolev & Polishchuk, 2024).

The structural-logical method is applied to construct an integrated conceptual framework encompassing normative-legal, educational, technological, and organisational components. Recent studies emphasise that the information-analytical support of law enforcement agencies requires a methodology with clearly defined structural elements – functions, interconnections, data processing procedures, and systems of analytical support (Zakhozhai & Vasyechko, 2023).

The formal-legal method is essential for analysing the current regulatory framework, including legislation on information protection, education, and professional standards relating to information security and cyber-incident management. This methodological justification is crucial for assessing the compliance of the personnel training system with legislative requirements and identifying regulatory gaps that must be addressed during the implementation of the conceptual model (Miroshnychenko, 2017).

The comparative legal method is used to analyse international experience, including personnel training systems, educational standards, and information competence requirements in EU countries and the United States. This approach makes it possible to identify best practices and adapt selected elements of foreign standards to the Ukrainian legal-educational context. The significance lies not merely in listing foreign models but in the substantiated comparison of norms, organisational approaches, and the effectiveness of training platforms (Yurkevych, 2019).

Empirical methods – surveys, questionnaires, and expert interviews – are employed to collect data on the current state of information-legal training, including the assessment of competence levels among educators and police officers, their perceptions of new technologies, and the deficiencies of the regulatory

system. This empirical component enables the identification of real needs and short-term trends in professional education (Mozolev & Polishchuk, 2024).

The forecasting method is used to develop a conceptual model and formulate practical recommendations. Based on projections of digital threat dynamics, the increasing role of artificial intelligence, big-data analytics, and cybersecurity, scenarios for improving the personnel training system are generated, including updated educational standards and instructional technologies (Zakhozhai & Vasyechko, 2023).

Conclusions. Thus, the methodological structure of the study can be presented as a sequence of interrelated stages. The process begins with the identification of general patterns and problems through an analysis of the structure of the personnel training system. This is followed by the development of a systemic model with clearly defined components and the interconnections between them. The next step involves a normative-legal review, which ensures the verification of the study within the framework of the applicable legislation. Subsequently, a comparative analysis with international standards is conducted, enabling the identification of differences and the incorporation of best practices. After that, an empirical assessment of existing needs and gaps is carried out to refine the practical aspects of the research problem. The final stage consists of designing a conceptual model and formulating predictive recommendations aimed at improving information and legal support and enhancing the effectiveness of professional training.

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МЕТОДОЛОГІЧНІ ЗАСАДИ ДОСЛІДЖЕННЯ ІНФОРМАЦІЙНО-ПРАВОВОГО ЗАБЕЗПЕЧЕННЯ ПІДГОТОВКИ ПЕРСОНАЛУ ДЕРЖАВНОЇ КРИМІНАЛЬНО-ВИКОНАВЧОЇ СЛУЖБИ УКРАЇНИ

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Мета. *Метою даної статті є обґрунтування теоретико-методологічних засад дослідження інформаційно-правового забезпечення підготовки персоналу Державної кримінально-виконавчої служби України (ДКВС), визначення принципів, підходів і методів, що забезпечують наукову цілісність, об'єктивність і практичну спрямованість дослідження у сфері правового регулювання, освіти та цифрової безпеки. Показано взаємозв'язок філософського, загальнонаукового, галузевого та прикладного рівнів методологічного пізнання з формуванням системи знань про нормативно-правові, організаційні та інформаційні механізми професійної підготовки персоналу пенітенціарної системи. Наголошено на значенні адаптивної методологічної моделі, здатної враховувати вплив цифровізації на управлінські, освітні та правові процеси в системі ДКВС і забезпечувати наукову обґрунтованість реформ.*

Методи. *У статті застосовано комплекс загальнонаукових і спеціально-юридичних методів: аналіз, синтез, індукцію, дедукцію, системно-структурний, формально-юридичний, порівняльно-правовий, історико-правовий та емпіричні методи. Методологічний каркас побудовано на системному й структурно-логічному підходах, що забезпечують інтеграцію правових, освітніх і технологічних компонентів та дозволяють охопити предмет дослідження в його багатовимірності. Метод концептуального аналізу застосовано для уточнення змісту ключових категорій, а емпіричний підхід для оцінювання стану нормативного забезпечення підготовки персоналу з урахуванням сучасних викликів цифрової трансформації.*

Результати. *Дослідженням визначено методологію як комплексну систему принципів, категорій і засобів пізнання, що формує цілісне уявлення про підготовку кадрів ДКВС в умовах цифровізації державного управління. Обґрунтовано її роль як інструмента інтеграції правових, освітніх і управлінських підходів, що забезпечує створення науково вивіреної моделі інформаційно-правового забезпечення освітнього процесу. Показано, що поєднання різних рівнів методології дає змогу формувати концептуальні орієнтири розвитку професійної підготовки, узгоджені з міжнародними стандартами та вимогами безпеки інформаційного середовища.*

Висновки. *Методологічні засади дослідження формують наукове підґрунтя модернізації системи підготовки персоналу ДКВС України. Запропонована методологічна структура забезпечує комплексний*

характер дослідження, інтеграцію правових норм, цифрових технологій і педагогічних принципів у єдину концептуальну модель. Це створює умови для подальшого вдосконалення нормативної бази, підвищення ефективності професійної освіти та забезпечення відповідності системи навчання сучасним викликам пенітенціарної сфери. Стаття також сприяє розвитку міждисциплінарних досліджень, важливих для реалізації державної політики у сфері професійної підготовки та цифрової трансформації публічної служби.