Ways of Integration of Media and Educational Space: Problems and Solutions

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Summary

The work is devoted to the problem of modernization of the higher education system of Ukraine through the integration of higher education institutions into the European Higher Education Area. Based on the analysis of statistical data, a conclusion was made about the collapse of the higher education system of Ukraine due to a number of problems, which negatively affects the formation of human capital. The importance of international cooperation with the EU in the field of education for the modernization of higher education is substantiated. The institutional principles of formation are investigated, the main priorities of its development at the present stage are determined. The legal bases of European integration of higher education in Ukraine are analyzed. An analysis of the development of international cooperation of Ukrainian universities and their participation in European educational programs. There is a positive tendency to increase the activity of Ukrainian universities in international cooperation, which increases their position in international rankings. Weaknesses of integration processes are revealed and directions of improvement of higher education are offered.

Key words:
information technology, communication technologies, education system, educational process, media education.

1. Introduction

Differentiation and individualization of education, the need to ensure state educational standards based on the variability of educational programs, require the introduction of new technologies and information systems. In the context of the modernization of Ukraine education, the problem of introducing media technologies at all levels of education becomes especially necessary. This need is dictated, first of all, by the high requirements for the level of qualifications of workers at all levels of management. this contributes to the expansion of opportunities for professional development, career development and the growth of the general well-being of people. We should not forget that without the introduction of media technologies

into the education sector, the harmonious entry of the state into the world community on the principles of equal cooperation and information openness is impossible.

Media education in the modern world is considered as a process of personal development with the help of mass communication in order to form a culture of communication in order to communicate with the media, creative, communication skills, critical thinking, skills of full-fledged perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression with the help of media technology. The skills acquired as a result of this process are called media literacy. Media education is recommended for implementation in the national curricula of all states, in the system of additional, non-formal education and training throughout a person's life.

Now there is a lack of interaction between the educational and information space. These are the so-called spatial gaps. Spatial gaps in education are the media that are included in the information and communication map of the world, but are not controlled by the pedagogical community and universities, do not interact with the educational space. In other words, they exist as a "parallel school". An important problem today is not only the presence of spatial gaps in education, but their expansion due to the development of the media in the context of the global informatization of modern society. The information space is not controlled by the pedagogical community. This leads to the destruction of the integrity of the educational space. It is necessary to choose such a strategy so that the gap between the media and educational space does not widen, and their disunity is overcome. The solution to the problem can only be such a model of higher professional education, the design of which is an integrated media educational space. The search for ways to integrate information and educational space is relevant for achieving the goals of modern professional education. The first steps in this direction were taken when an extremely important government decision was made to develop the distance education system. It is important to note that this system provides the opportunity to study at the same time in several universities, allows you to implement the principle of individual learning, choose the appropriate

"vocational and educational trajectory", provides academic mobility.

Now we can say with full confidence that it is in the media education space that the preparation of today's specialist, ready to work in the new conditions of the XXI century, meeting the modern requirements of an employer, competitive in the labor market, competent, responsible, able to process large amounts of information and highlight the main thing able to put into practice the knowledge gained, possessing the skills of teamwork, having a desire to constantly learn, purposeful and career-oriented, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty in the new socio-economic conditions of the information society, ready for continuous professional career growth, social and professional mobility. This is the strategy of innovative development of higher professional education in modern Ukraine.

2. Theoretical Consideration

An important feature of the emerging modern world system is the formation of a global educational space, the elements of which are, along with national education systems, regional educational and non-governmental organizations and foundations that develop and implement international educational programs.

The infrastructure of the global education system has been formed and is rapidly developing, the main link of which is the Internet. It should be borne in mind that this tool has a multifaceted application in various areas of public life, including, along with the field of education, also in economics, politics, military affairs, etc. The directions of using the Internet in the global education system are very diverse. Thanks to this tool, it is possible to organize and manage the educational process from one center in any most remote country, i.e. the problem of the lack of qualified staff of teachers, financial resources for the maintenance of students, classrooms is being solved, there is no need to allocate additional resources for printing textbooks, their delivery to educational institutions, etc. The Internet provides an opportunity for a teacher to communicate with students who are many hundreds of kilometers from each other, both by means of text transmission and using a voice conversation system. There are also videoconferencing facilities that exchange both voice and video information. The Internet is an important means of conducting discussions, exchanging views on various issues. For this there is an e-mail that sends messages by subscription to a given topic.
The Internet influences the development of forms and methods of teaching. Now, on its basis, such a promising

form of education as distance learning has been formed. The formation of a global education system poses a number of difficult tasks for national states, including Ukraine, related to the need to enter the global educational space, to effectively adapt to this phenomenon. There are now a lot of problems here that need to be analyzed and ways to solve them are sought. The problems of effective adaptation of Ukraine to the process of globalization of the educational space are largely determined by the superficial assessment of this phenomenon by the ruling political forces. This assessment does not take into account the fact that the process is developing on the basis of the values of liberalism and is mainly directed by Western countries. Objective researchers made a conclusion about the formation of a neoliberal model of globalization, the purpose of which is to create the necessary conditions for maintaining the scientific, technical and political leadership of the countries of Western civilization and preserving the backwardness of states. The purpose of consolidating the leadership of the West in the modern world, in particular, is served by such a component of the global educational space as the Internet. This aspect is distinguished by the famous American politician A. Gore, he believes that the development of the Internet will enable every school and library of any country in the world to be included in this information system and will open up new opportunities for establishing American leadership in the world. As a result, a problem arises for Ukraine, which is that the Internet eliminates any national, ethnic and other control over the content of educational programs and information. With its help, influencing people from an early age, it is possible not only to carry out linguistic and cultural expansion, but also to program the formation of certain structures of consciousness and awareness, including value orientations, to impose a spoiled, dual logic of thinking and perception of events. The acute problem generated by Ukraine's entry into the global educational space is expressed in such a phenomenon as the "brain drain".

This is a process of intellectual migration of the most gifted part of Ukraine scientists, teachers of engineering and technical personnel, the direction of which is going abroad on labor contracts or for permanent residence. Among those traveling abroad, the main stream in the process of the "brain drain" is made up of scientific and technical personnel who travel abroad with a labor contract.

Especially a large outflow of specialists from the leading centers of the country.

Qualitative losses from the "brain drain" are expressed in the fact that the qualitative characteristics of labor resources are significantly deteriorating, damage to the

intellectual level of society is caused both at the present time and in the long term, which is practically impossible to quantify. First of all, this refers to the problem of the reproduction of scientific schools and the intellectual scientific elite. Especially because of the "brain drain", the process of reproduction of scientific schools and the elite is disrupted. In this regard, the reduction in the number of scientists in them is often significantly lower than the "critical mass" required for effective research. In order to effectively integrate Ukraine into the global educational space, it is necessary not to weaken national sovereignty in education, but to look for new forms and methods of its approval. In particular, this can be a combination of educational policy measures and information security policy, which is a coordinated activity of ministries and departments, civil society institutions to ensure the safety of the information and psychological environment of society, the psychological environment of society, and the psychological safety of the population.

The principle of combining educational policy and information security policy presupposes the implementation of information security measures in the field of education. These include, in particular, measures of communicative education of the population. The theoretical basis of such education is a special science, an educational discipline - information pedagogy. Its main goal is to teach citizens to be critical of the mass media, to use them competently and responsibly. The study of this discipline is designed to acquaint people with the central role of the media in a democratic state and in modern politics in general, with their positive and negative impact on recipients, to form their ability to navigate the complex flow of information and to develop immunity to manipulation, to low-quality, stupid print, video and other products. To remove the acuteness of the problem of "brain drain", it is necessary, within the framework of state policy, to begin to regulate the process of intellectual migration. This approach is directly opposite to the widespread provision on the fundamental impossibility of such regulation as incompatible with the full realization of human rights and freedoms in the modern world. He prefers an active combination of domestic measures and international legal acts regulating, first of all, programs for the return of migrants. The optimal entry of Ukraine into the global educational space is assigned on the basis of an objective assessment of the achievements of world culture and education. An incorrect assessment can lead to isolationism. This, in particular, is due to the opposition of the heritage of national culture and universal human values, the identification of the latter with mass culture. Having considered the process of the formation of the global educational space and the problems of Ukraine's adaptation to this phenomenon, we can conclude that our

country faces complex tasks, on the solution of which its place and role in the world in the 21st century depend.
Solving the problems of Ukraine's entry into the global educational space, it is important to prevent, on the one hand, the weakening of national sovereignty in the field of education, and on the other hand, isolation, self-elimination from global educational processes.

In modern science, a number of attempts have been made to examine the meaningful nature of an open educational space. The main distinguishing features of "open educational space" and "closed system":

1. "Place" of a person in education, the ability (impossibility) to influence, participate in their education, create their own, real educational forms.

2. "Driving" forces of change in education. An exclusive role in changing Closed Education is the state order and its reduced forms (regulations, directives, curricula, programs). The role of educational initiatives and innovative activities in changing the Open Educational Space.

3. Attitude to the "human resource": "accounting" for it in the Closed education system, or rather, the functional reduction of the human content of activity in this system and the development of human resources, its increment in the Open educational space.

Having considered the distinctive features, one of the trends in the development of the Open Educational Space can be identified. This is spatial lacunarity. It is associated with the industrial development of the hardware-network basis of the informatization of society: the globalization of the satellite television and radio communication system, the development of global information telecommunication networks such as the Internet, the globalization of mobile telephony.

Conclusions

Thus, the presented group of opportunities is not fully used by education. That is, there is no interaction between educational and information (media) space. These are the so-called spatial gaps. Spatial gaps in education (from gaps - holes) represent the media that are included in the information and communication map of the world, but are not controlled by the pedagogical community and universities, do not interact with the educational space.

At the present stage, we are talking about setting a task for higher professional education - designing an open media educational space in Ukraine, actively interacting with the global infosphere. Apparently, the solution to the problem can

be only such a model of higher professional education, the design of which is an integrated media educational space.

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