УДК 316.77

N. I. Moisieieva Professor, Doctor of Economics,
Head Department of UNESCO "Philosophy of Human Communication" and
social and humanitarian disciplines
of Kharkiv Petro Vasylenko National Technical University of Agriculture
Kharkiv, Ukraine

MEDIA EDUCATION IN THE CONTEXT OF COMBATING SYSTEMIC MISINFORMATION IN THE CONTEXT OF QUARANTINE RESTRICTIONS

Media education is a global problem, as it concerns not only the availability of information from metatheory of social communications. Of course, a pedagogical approach that covers the basic elements of the media education system, influenced the actualization, development and implementation of its various models in modern socio-cultural practice. This approach is taken as the basis of the Ukrainian model of media education [4], and domestic researchers emphasize the importance of early media education for children to adapt them to a virtual, visually saturated electronic environment

Many researchers determine the importance of such components of media education:

- media immunity of the individual, which makes him capable to resist the aggressive media environment, provides psychological well-being when consuming media products that involves media awareness, the ability to choose the right one

information, avoid information "garbage", protect yourself from potentially harmful information given direct and hidden influences;

- reflection and critical thinking as psychological mechanisms of media education that provide conscious consumption of media products based on effective guidance in the media space and understanding of their own media needs, adequate and comprehensive assessment of the content and form of information, its full and critical interpretation, taking into account the peculiarities of the perception of the language of different media;

- ability to create media for competent and healthy self-expression of the individual and its realization life tasks, improving the quality of interpersonal communication and friendliness of the social environment, the network of relations and quality of life in meaningful communities;

- specialized aspects of media culture: visual media culture (perception of cinema, television), music media culture, developed aesthetic tastes for forms art, mediated by mass media and modern trends media art, etc.[3].

In the perspective of the problems of media education, the issue of broadcasting information, its perception, reproduction and understanding remain the most important aspects, and in a comprehensive the use of this concept is formed and developed information approach, which is included in the media space to new definitions - media information, media text, media technologies, etc. The concepts of information culture, information education, information competence, as well as the scheme of realization of the necessary levels of training were reproduced with the use of the conceptual and categorical apparatus in educational and non-educational cultural institutions, social rehabilitation, etc.

Modernization of education has made it possible to use modern technologies in the educational process. Created numerous online universities, courses, trainings, which are not only simplified the learning process, made it more accessible and cheaper, and formed a new niche in education business. The second important point of influence on growth attention of pedagogical education to issues of media education was dissemination of electronic media: television, Internet, social networks, which formed the basis new media space of society.

Using an information approach in education subsystem of society at all levels has become the basis formation of a global socio-cultural learning strategy -lifelong learning. But the dynamic development of the information society technosphere based on multimedia technologies quickly led to the creation of a media space as a new social reality and gave impetus to the spread media educational trends in all subsystems of socio-cultural life of society and revived discussions on the humanistic meaning and content of education in the context of transformation society [1].

The new conditions influenced the interpretation of media education materials of international organizations, in particular UNESCO, which expanded the scope of its understanding as part of fundamental rights every citizen of any country to freedom of expression and the right to information in a multicultural, multilingual and multimedia space. Thus, there is an imitation of the ideas of information education and information culture in the concepts of media culture and media education [2; 16]. Traditional social and communication structures (media, libraries, museums, archives, scientific and technical information bodies) stimulate the development of horizontal networks connections between its subjects, as well as create and develop information space by strengthening the interaction between themselves and other responsible social institutions for socio-cultural development. They created a communication system that is the basic subsystem of the public using information and communication technologies, issues of compliance with international standards arise communication and telecommunications, network content quality information. In addition, communicators must respond a certain level of interaction in the electronic environment. New ability to connect and keep in touch global communication networks, in particular accessibility technologies for displaying and transmitting information, blur the boundaries between communications and communicators that creates additional difficulties of regulation and management in this sphere. In addition, new landmarks are becoming the norm and the need for socialization, while generating many socio-psychological problems of social interaction and accordingly, the conflict between the generations. Experts determine situation as a digital generation gap [5]. Occurs the problem of understanding caused by the intersection of mental-cognitive meanings, which is a manifestation of entering communication relations of representatives of various socio-cultural centers of society. Difficulties arise fragmentation, chaos, uncontrollability of information flows in the media space. We will add that there is also the problem of digital and information inequality in implementation rights of access of the population to information resources as on nationally and internationally.

Establishing the content, structure and functions of media education involves the analysis of numerous factors, to which we include the factor of time, historical retrospective and historical perspectives, ie socio-cultural conditions of origin and development.

The main theoretical generalizations regarding the organizational-structural, functional-target, semantic, technological and managerial components of social and communication activities, or media activities, are now carried out in within the scientific direction "social communications". It creates necessary basis for deepening research on integration trends not only in the field of social communications, but and in the field of its interrelationships and interactions in a broad sense socio-cultural space. This is indicated by the state of development communication activities that permeate all spheres of public life, social subsystems and the individual.

The main problems in the implementation of media education programs digital and information inequality of the media space remain. First of all, it is the lack of basic components media education: information culture and information literacy; sufficient technical and software-technological support of the educational process; single vision social communication systems as an integrated part social activities; scientific and methodological connections in the process of developing the concept of media education by representatives various branches of social and communication activities.

Conclusions. Summing up the analysis of the main approaches to definition of media education, it is possible to establish the priority of pedagogical and informational approaches as methodological the basis for building its conceptual models. Additionally they are joined by culturological and socio-psychological approaches, especially under the influence of growth the role of social interaction, in particular communication, in social spheres. This conclusion is confirmed by the fact that models of media education are developed based on different aspects of the classification of educational activities and its features organization, as well as technical and technological capabilities of the educational process.

Note that informational and pedagogical approaches to media education have led to a broader view of its content, structure and filling. Possibilities of the whole system of social interaction for education of democratic qualities citizens were considered by specialists in culturological, mask-communication, social-information, art history, library and other areas.

Factors of implementation of the social-communication approach before considering media education can be considered: the scale of phenomen social communication; infrastructural level of the technosphere of media space; the level of institutionalization of the social communication sphere; level of media resource availability for population; level of preparedness of users; availability professional communicators; provision of scientific-methodical and educational materials.

Further research should be aimed at deepening perceptions of the media space as a new social the reality of human existence and in this aspect - the basis functioning and development of culture of modern civilization; media activity as a specific type of social activity; properties of media space and its influence on the socio-psychological state of society and the individual; features transfer of information and knowledge through social communication channels; changing the roles of the subjects of communication interaction in various social subsystems, in particular in education.

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УДК 353.1 : 342.5](477)

Л.В. Перевалова, кандидат філософських наук, доцент
Національний технічний університет «Харківський політехнічний інститут»
м. Харків, Україна

ПРОБЛЕМИ ПОДАЛЬШОГО РЕФОРМУВАННЯ ДЕРЖАВНОГО УПРАВЛІННЯ В УКРАЇНІ: ОРГАНІЗАЦІЙНО-ПРАВОВИЙ АСПЕКТ

Подальше реформування сфери державного управління на сьогоднішньому етапі розвитку стає особливо актуальними у зв'язку з виконанням Україною Угоди про Асоціацію з Європейським Союзом та прагненням нашої держави до вступу в ЄС. Це зумовлює об'єктивну необхідність у розгляді проблем, що постають перед усією системою державного управління, від вирішення яких залежить виконання завдань та функцій держави, зміцнення демократії, дотримання конституційних прав і свобод українських громадян.

Правовою основою державного управління в Україні є Конституція України, Закони України «Про державну службу», «Про Кабінет Міністрів України», «Про центральні органи виконавчої влади», «Про запобігання корупції», Стратегія реформування державного управління на період до 2021 року, що схвалена розпорядженням Кабінету Міністрів України 18 грудня 2018 року та інші нормативно-правові акти.

Реформа державного управління в Україні напряму пов'язана з цілим комплексом реформ, які держава відповідно до Угоди про Асоціацію та інші міжнародні зобов'язання повинна проводити у різних сферах суспільного життя. Дієва система державного управління є одним з основних факторів конкурентоспроможності держави та передумовою європейської інтеграції. Без покращення якості надання адміністративних послуг органами державного управління, забезпечення законності та передбачуваності адміністративних дій неможливо покращити позиції держави у світових рейтингах.