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**SECURITY MANAGEMENT OF THE
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FORMATION OF A LIFELONG LEARNING MANAGEMENT SYSTEM AS FORM OF EDUCATIONAL SPACE PROTECTION

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At present, of course, in order to be competitive in the labour market, higher education applicants no longer need to have a high level of professional training, they must also have new, unusual «properties». Such new properties may be the possession of additional professional qualities and skills that are not provided by training within the standard programs, but which contribute to the expansion of specialists' professional capabilities.

Other, more fundamental reasons, that have determined the need to protect the educational space, including through the formation of a lifelong learning system, have coincided with socio-economic reforms. In order to create a safe working environment for educational institutions, there was a need to reform the education system, make it more flexible, expand the training profile both «horizontally» and «vertically», and as a result, be able to respond effectively to the needs of the domestic and international labour market. Another important point is the search for opportunities to provide young people with alternative ways to get professions. Today, some of them are already being implemented (school-college-higher educational institutions (HEI); college-HEI, lyceum-HEI, school-lyceum-HEI, etc.) [9].

Under the influence of the formation transition to the innovative economy, the formation of the need for lifelong learning as a perspective for the university education transformation becomes relevant. In this regard, one of the new challenges for HEIs is the introduction of lifelong learning ideas and forms into the wide practice of educational institutions, and leadership in the development of lifelong learning systems [1].

The concept of lifelong education appeared at the end of the 20th century, but quickly took one of the key places in the pedagogical and social problems list of a significant number of countries. Actually, this phenomenon can be described as a process of continuous growth of a person's educational potential throughout life,

which provides for both general erudition and professional development of a modern specialist. From an organizational point of view, the functioning of the continuing education institution as a social phenomenon is ensured thanks to the support of the state and society, which together help to maintain the stable activity of educational structures (formal and non-formal, state and private, basic and additional, main and parallel, as well as many others) [5].

In modern transformational environment, where education becomes continuous and covers almost all spheres of human activity, the management of this process in one form or another involves a certain structuring of education and the forms of its provision. In this regard, we can distinguish institutionalized and non-institutionalized forms of the educational process [4].

Institutionalized forms of lifelong learning are forms that are implemented within the framework of institutions operating in society: educational institutions, various registered courses and circles, associations and unions, publicly announced educational programs, etc. A generalized scheme of the institutionalized form of lifelong learning is presented in Fig. 1.

It is quite difficult to isolate and define non-institutionalized forms of lifelong learning, since they are variable, have a weak character of manifestation in the educational space and are associated with a large number of various processes of searching and obtaining information. An example of non-institutionalized forms of education can be, first of all, self-education, which is carried out in a wide variety of forms (from reading fiction –raising the general cultural level, to reading special journals to obtain information that can be used in professional activities).

It is also necessary to highlight a number of objective characteristics inherent in the system of lifelong learning, which determine the possibility of including an applicant in it regardless of the level and / or form of education received:

1. The presence of the necessary network of organizations that are able to carry out educational activities. It should be borne in mind that education refers to licensed activities. Licensing, in turn, assumes that the organization has a normatively defined material base that meets the requirements of educational activities and human resources capable of carrying out such activities. Thus, in the system of lifelong learning should be:

- a sufficient number of organizations to carry out educational activities on a scale necessary for the state development;
- a sufficient number of places for the training of all comers in educational institutions;
- a sufficient number of qualified teachers and other specialists in accordance with the needs of higher education institutions and the desires of educational services consumers [4].

2. The presence of programs, teaching materials, textbooks, training manuals and other necessary informational and methodological resources for the educational activities. Ensuring the learning process for all comers, equipping everyone with

training places in educational organizations, the «range» of educational services must comply with the training technology and the desires of educational services consumers. In the most ideal case, the specified characteristics of the lifelong learning system should correspond to state requirements, which, in turn, should reflect the concept of declared and implemented state policy in the field of lifelong learning [6].

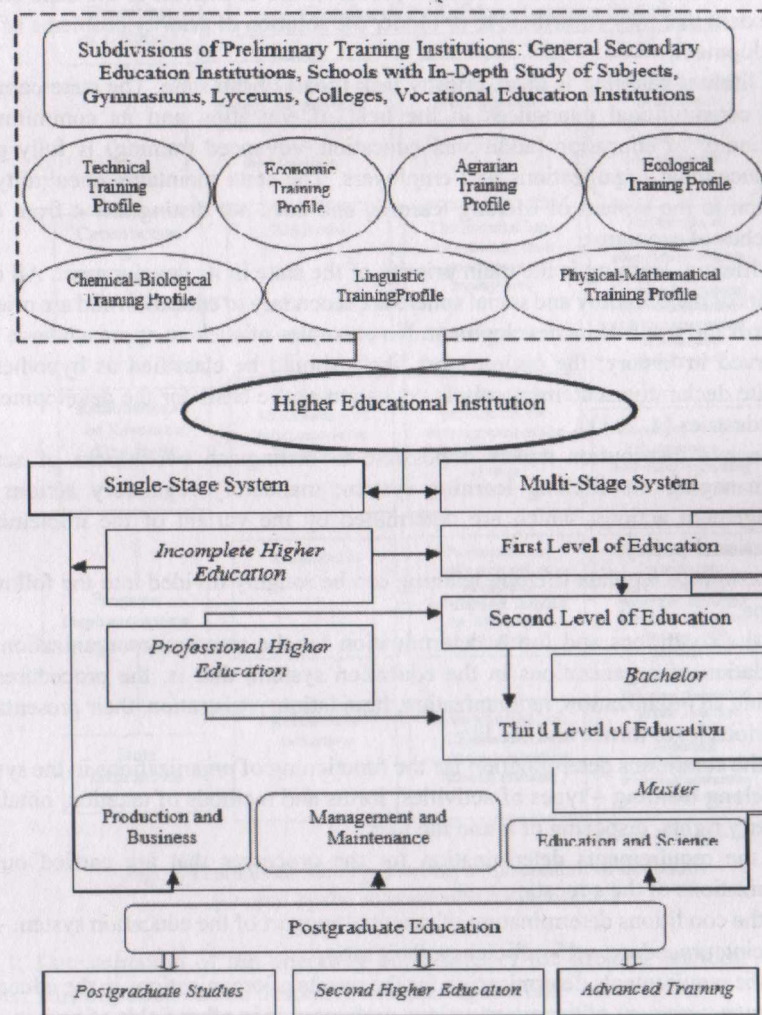


Fig. 1. Scheme of institutionalized form of lifelong learning [created by the author on the basis of 2, 3, 4]

In the field of lifelong learning, the state, depending on the goals set, can implement such basic policy options:

- lifelong learning is a system that provides staffing for the state economy development. The role and place, and, accordingly, the degree of state regulation and governance are determined by the economic and social development program or other documents of this kind. In this option, lifelong learning is secondary to other economy sectors, and education problems are of interest to the state only to the extent that they contribute to or hinder the solution of priority problems of state development;

- lifelong learning is not a priority task (goal) of the state. The state complies with constitutional guarantees in the field of education and its commitments. Continuity of education (additional education, advanced training) is fully given to educational organizations and employers. The state maintains «neutrality» in relation to the system of lifelong learning and does not distinguish it from other branches of economy;

- lifelong learning is the main priority of the state in its development. All other sectors of the economy and social sphere are secondary to education and are oriented towards the goals of its development. No examples of such an approach have been observed in history; the option most likely should be classified as hypothetical, despite declarative statements about education as the basis for the development of all industries [4, 7, 11].

Such a distribution makes it possible to distinguish two blocks of actions for managing the lifelong learning system: mandatory regulatory actions and management actions, which are determined by the variant of the implemented educational policy.

Actions to regulate lifelong learning can be roughly divided into the following groups:

- the conditions and forms determination for the creation, reorganization and liquidation of organizations in the education system, that is, the procedures for creating an organization, reorganization, liquidation, registration, their presentation in various legal forms, and the like;

- the conditions determination for the functioning of organizations in the system of lifelong learning – types of activities, forms and methods of taxation, obtaining property rights, disposing of it and the like;

- the requirements determination for the processes that are carried out by organizations of the education system;

- the conditions determination of resource support of the education system – the financing procedure, self-sufficiency, their ratio;

- the requirements determination for the results of organizations in the education system: assessment of the organizations performance in other fields of activity;

- the conditions determination for the interaction of educational organizations among themselves and with organizations of other branches [4, 11].

Based on the above, further elaboration of state policy options in the field of lifelong learning policy implementation is possible (Fig. 2).

The main directions of managing the formation of a lifelong learning system can be carried out in two key areas: with the established conditions for the system functioning.

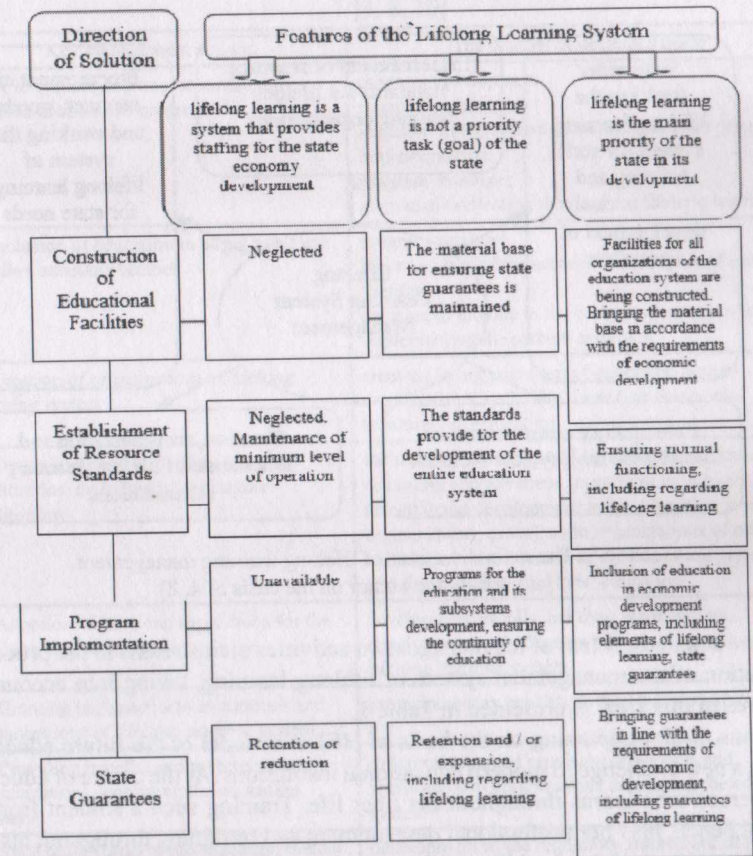


Fig. 2. Features of lifelong learning in the content of decisions [created by the author on the basis of 4, 11]

1. Determination of the operating conditions of the lifelong learning system units. This direction can be described as state regulation.

2. Management of subjects and units of the lifelong learning system, that is, the implementation of activities to achieve the goals set for the lifelong learning system. Of course, the real activity regarding the implementation of the functions of

regulation and education management is more complex. As an example, we can cite the necessity of assessing the conformity of the established conditions for the functioning of the education system with the goals set before it and, conversely, determine the conformity of the formed goals.

Summarizing the above, the management of the lifelong learning system can be reduced to the following main actions, presented in Fig. 3.

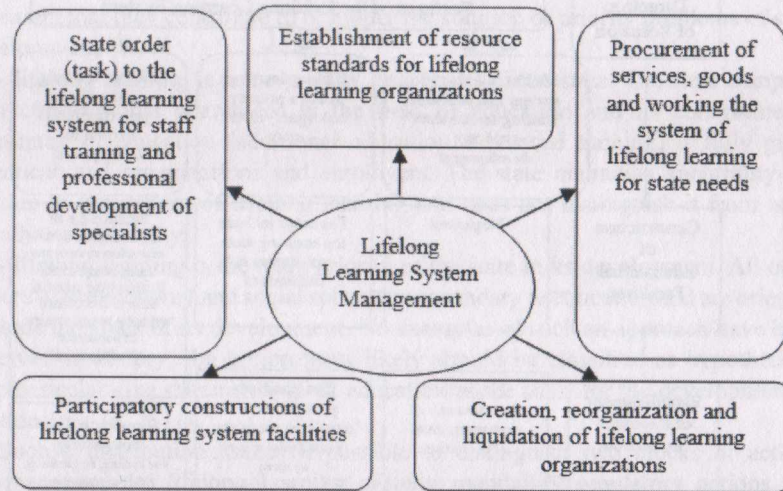


Fig. 3. The main directions of lifelong learning management [created by the author on the basis of 4, 8]

The detailed content of the management activities mainstreams in the process of formation of the management system of lifelong learning, taking into account the features of this area, is presented in Table 1.

Thus, lifelong learning on the basis of HEI is a model of the future education, this is a new challenge to modern educational institutions. At the centre of education is a person who learns throughout his / her life. Training such a student from the school bench, his / her professional development and retraining throughout his / her entire career, receiving «additional» and «supportive» education throughout his / her life is an ideal model for building lifelong learning based on HEI.

The experience of the world leading countries, that have passed the process of formation of the studied education model, shows that in order to advance the implementation of the model, it is necessary to ensure the fulfilment of a number of conditions, including:

- availability of scientific and methodological support and activities accompaniment for the development of lifelong learning;

- organization of focused activities on the formation of subjects of lifelong learning;
- providing educational applicants and potential entrants with alternative forms of additional education;

Table 1

The main content of educational management decisions [4, 8, 10]

Key management actions	The content of decisions made
1. Development and implementation of targeted educational programs	program development, program approval, inclusion in the budget of expenses for the program implementation, program structure, main goals reflecting the need for lifelong learning
2. Inclusion of education in target programs of other economy sectors	program structure, inclusion in it of the section «education and staff training», decision to include in the budget of expenses for the implementing the section activities
3. Creation of organizations of lifelong learning system	creation (reorganization) of education system organizations, including those that ensure the continuity of education
4. Direct financing of lifelong learning institutions, including infrastructure institutions	inclusion in the budget of expenses for education, retraining and advanced training of employees, for research and development in the education system organizations, as well as in organizations of other industries in the interests of the education system, and for financing additional education
5. Adoption of laws and regulations for the lifelong learning system	development of bills and their main content, development and adoption of normative acts for the lifelong learning system
6. Granting tax benefits to institutions and organizations of lifelong learning system	provision of tax benefits to the education system
7. Providing benefits and preferences to organizations supporting the education system	differentiation and provision of benefits and preferences to organizations supporting the education system
8. State order (task) to the education system for training specialists	development of the regulatory framework of the state order (task) for the training of specialists
9. Procurement of services (goods, work) in the education system for state needs	organization and holding of (closed) tenders for the purchase of goods (works, services) for state needs from the education system organizations
10. Participatory constructions of educational facilities	inclusion of education system objects in the targeted investment program

- creation and development of an innovative model of advanced professional development of scientific and pedagogical staff, including in the field of lifelong

learning;

- strengthening partnerships with the real economy sector, state bodies for the formation of an order for lifelong learning programs, the development of a partner network;

- improving the content and technology of education;
- development of a system for ensuring the educational services quality;
- improving the management efficiency in the education system;
- improvement of economic mechanisms in the education field.

Thus, the main goal of creating a system for managing lifelong learning as a form of protection of the educational space should be to ensure conditions for satisfying the needs of citizens, society and the labour market in quality education by creating new institutional mechanisms for regulating education, updating the structure and content of education, developing fundamental and practical focus of educational programs, the formation of an innovative system of lifelong learning.

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INFORMATION SECURITY OF TEENAGERS ON THE INTERNET

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At the present stage of social development, a result of the rapid expansion of new technologies, the Internet and online communities have become a common and integral part of society. They are characterized as an important part of modern social reality. With their help, millions of people every day without any effort have a chance to maintain existing social connections or engage in the search and development of new ones. Cyberspace is a continuation of real life. It is affordable, fast, simple, user-friendly and is complemented with new features and additional services. Possibilities of virtual communication in such circumstances are practically limitless.

Modern information and communication technologies are opening extraordinary prospects for people. Granting access to multiple vectors of information allows you to acquire social knowledge, gain social experience and realize personal potential in the shortest possible time. Simultaneously, the information presents numerous risks and dangers in a person's life. Due to the enormous amounts of data being received, it is becoming more and more difficult for people to navigate the flow of information. Acquiring the necessary material whilst avoiding threat and manipulation of consciousness and behaviour is a challenge [2, p. 23].

Many scientific works touch on various aspects of interpersonal interaction online, including works by such authors as R. Amichai-Hamburger, O. Asmolov, O. Bayme, V. Barnes, V. Bychkov, D. Walter, O. Webb, K. Witty, K. Joinson, A. Zhichkin, O. Kaminskaya, N. Karpitsky, O. Carr, L. Kompantseva, D. Konidzh, I. Korsuntsev, R. McKenna, N. Mankovskaya, A. Orlov, U. Papacharissi, D. Postemes, A. Wright, G. Rapps, R. Tanis, K. Utz, A. Tsvetkov, N. Tsvetkova, and others.

The beginning of the 21st century is characterized by the development of new information and communication technologies, causing the transformation of social reality and leading to changes in society. Special importance is placed on the intensive accumulation of information and its distribution from the Internet. It has become one of the leading means of socializing teenagers in today's social-cultural conditions.