fessional groups of legal professionals and with gender are analyzed. It is established that every profession, in addition to physical and psychological characteristics, has at its core personal qualities that contribute to a successful human activity. First of all, it should be attributed to professions where the object of professional activity is another person and their interaction depends on the qualities of each. It is emphasized that, in addition to professional qualities, a lawyer in the field of law has personal properties, one of which is anticipation, which is an integrative property, the degree, depth and manifestation of which depend on its level. An empirical study of legal practitioners' foresight has identified the most important links between mutual expectation parameters and expectation parameters with predictive behavior strategies. Gender differences of legal professionals have been identified, namely that men tend to be more "Reflexive", "Strategic Planning" and "Preventive" than women. Women are less likely to build a clear plan with a hierarchy of goals, assess possible stressors and potential problems, with predictable outcomes and prepare actions to counteract these stressors and problems.

Keywords: *foreboding, anticipation ability, intuition, experts, overcoming behavior*

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**COMMUNICATIVE STRATEGIES FOR THE DEVELOPMENT
OF THE EDUCATIONAL SPACE IN THE CONTEXT
OF BECOMING AN INFORMATION SOCIETY**

Олена Марченко. КОМУНІКАТИВНІ СТРАТЕГІЇ РОЗВИТКУ ПРОСТОРУ ОСВІТИ В УМОВАХ СТАНОВЛЕННЯ ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА. Глобалізація комунікації, що набирає обертів із зростанням можливостей Інтернету, радикально змінює внутрішню структуру і зміст освітнього простору, спонукає до пошуку нових комунікативних стратегій. Під впливом новітніх досягнень у галузі інформаційно-комунікативних технологій глобалізується й освітній простір. Відкритість освітніх систем, збільшення потоків інформації, інтенсифікація обміну студентами, викладачами, інноваційним досвідом між різними у змістовому та структурно-організаційному плані педагогічними системами забезпечили можливість оновлення цих систем. Адже у взаємодії якісно відмінного формується уявлення про специфіку системи, її актуальність, локалізованість у просторі. Усе це стає інструментом для конституювання нового глобального освітнього простору.

Зазначено, що в інформаційному суспільстві, де аудіовізуальна інформація і комунікація набувають все більшого поширення, змінюється характер культури, усталені норми співжиття людей, їх світоглядні орієнтири. У такому суспільстві формується новий освітній простір, розвиток якого безпосередньо залежить від того, в якій мірі країна, соціальна група або окремий індивід мають доступ до новітньої інформаційно-комунікативної системи. Серцевиною такого освітнього простору стає вже не просто людина, а "людина мережі". У будь-якій країні доступність інформації відносна і залежить від політичного устрою. Саме з проблемою доступності інформації пов'язаний характер освітнього простору, його змістова наповнюваність. Якщо для держави пріоритетом є підвищення освітнього рівня нації, то на відповідному рівні відбувається й інформаційне та технологічне забезпечення освіти.

Взаємодія у глобальному вимірі інформаційного суспільства об'єднує різні локальні освітні середовища та забезпечує використання здобутків інноваційних освітніх проектів однієї країни в освітньому просторі інших територіальних структур. Це створює подібні освітні ситуації на теренах різних країн, що, в свою чергу, сприяє результативності освіти як інтегрального явища.

Ключові слова: освіта, стратегія, глобалізація, комунікація, інформаційне суспільство.

Problem statement. In the processes of globalization in the 21st century, the dominant tendency is the increasing role of communication as a way of regulating the interaction of individuals, groups and communities. The development of technological means of communication, on the one hand, brings together different cultures, provides new opportunities for socialization

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of the individual in the educational space. The notion of "educational space" most accurately reveals the specificity of the dynamic development of education in culture, as it emphasizes the mobility of the "borders of education", its open nature.

At the same time, virtualization of communication processes, increasing the influence of interpretation schemes on the feelings and moods of the masses, creates favorable conditions for manipulation of public consciousness. Thus, the problem of distinguishing communication processes in the modern educational space, which is becoming more relevant. The need for communication management in the educational space of a certain type necessitates the need to study an appropriate communication strategy, which manifests itself in meaningful planning and implementation of social interaction.

Analysis of publications that started solving this problem. The communication strategy is a conceptually designed in technology worldview "intention", which involves the choice of a particular communication space, type of interaction, and therefore, one or more discursive dimensions, which builds the discourse of communication. The study of the nature and functional characteristics of communicative strategies at different times was carried out by L. Vygotsky (the concept of internalization of social experience), K. Levin (theory of group dynamics), K. Howland (theory of persuasion) and other researchers who substantiated social and discursiveness.

The most important for the understanding of information and communication technologies as a kind of interaction between the subjects of education are the studies of M. McLuen [1] and Y. Habermas [2], who distinguished the true and imaginary existence (in the Russian. The analysis of numerous researches on the problems of education in the conditions of formation of information space convinces the necessity to reject the idea ofthe development of educational space as a linear process [3]. The spatial perception of modern education contributes to a critical and comprehensive understanding of the impact of information technology on the essence of the educational process itself.

The article's objective is to provide a description of modern educational space and identify the main factors affecting its formation.

Basic content. For introduction to the problem, it is necessary to characterize the two most general and fundamental (both in the history of philosophical understanding of communication and from the standpoint of modern researchers) strategies in the study of communication processes.

The starting point of the theory and methodology of the first type of "subject-centered" strategies is the subjects and their activities. This class of theories includes not only monologues, including "pragmatic-instrumental", models of communication, but also various forms of "dialogism" in philosophical studies of communication, including those where the point of reference is not "I" but "Others". So, we can talk about both individual and collective, institutional or historical "subjects".

The opposite strategies can be described as "system-structural" or "functional" communication models. Their supporters declare their desire to completely eliminate the "subject" and all hermeneutic issues, to replace the subjects with "functions». In this approach, the subject of research is not the activity and consciousness of person, but the system of established ways and forms of interaction, "discourses", practices, and other "supra-individual structures" that exist and function in this society.

The philosophical development of communicative issues and the emergence of theories of social communication began in the era of "philosophical classics." In the West, this era was the evolution of German philosophy in the period from I. Kant to K. Marx. Kant first spoke of the existence of grounds "to recognize, in addition to his existence, the existence of all other beings" as "purely metaphysical", that is, one that is decidedly considered without recourse to experience [4, p. 143-144]. In Kant's thinking about the existence of other thinking individuals as moral subjects, it was not about the actual interaction of subjects and their consciousness, but only about the mental orientation of the subject to "possible others".

There are some reasons to assert that the universal theory of communication of philosophical rank was first introduced in Marxism. Communication is conceived by K. Marx as a network of multilevel interactions between individuals in the processes of reproduction of social life, in particular material production. The subjects of communication and the communicative processes themselves (their specific content, types, forms, methods and means of communication) have thus acquired a social and historical significance. The spread of Marxism was decisive for active development in the period from the second half of the nineteenth century to

the middle of the twentieth century.

However, social and quantitative theories, which underpin "subject-centered" communication strategies, were predominant in both the quantitative and the degree of influence over the period. Most theories are from existential and phenomenological to pragmatic and positivist, like all forms of hermeneutics and philosophical theories of understanding that have embodied this model in a variety of ways.

"System-structural" or "functional" strategies of philosophical understanding of communication have become widespread after the so-called "structuralist revolution", which is associated with the writings of K. Levi-Strauss. Recognition of the right to exist by "non-subjective" social structures, "discourses" and "life practices" that do not have an "author-creator" has led to the fact that self-sufficient and self-replicating systems have taken the place of interacting entities. In the context of such prerequisites, J. Derrida and M. Foucault, with all the differences between their ideas, appeared to be in solidarity in the desire to "get rid of" the subject. As a consequence, a self-contained "text" appears, in which both the author (artist, writer) and the recipients (the audience) are merely its functions.

It should be noted that the possibility of system-structural (supposedly irrelevant, but actually functional) strategies for the study of communicative processes has no clear connection with "post-structuralist" or postmodern constructs. Illustrative in this regard is the theory of social systems of N. Luman [5], in which society, the social system of the highest level, appears as a communication supersystem that carries out autopoiesis and does not envisage as living elements individuals.

Thus, in the two strategies of philosophical comprehension of the process of communication, one is subject-centered and functional where two opposite theoretical and methodological attitudes are revealed, which have defined the whole history of socio-philosophical thought. The first is "singularism" or "social atomism", which proceeded from the primacy of individuals and their activities in relation to society, the second is a social "universalism", which posited the primacy of society over the individual. Their symbiosis seems futile, and taken separately, these theories are two extreme forms of reductionism.

The similar is the situation with "subject-centered" and "system-structural" strategies in theories of communication. The absolutization of one of them is unacceptable, given the one-sided philosophical understanding of communication processes. However, each of them captures really existing structures and mechanisms of social interaction in the educational space of a certain type – "soft" or "hard".

We consider the priority in the development of the social consciousness a subject-centered strategy for the study of social interaction, for a rigid – a system-structural or functional strategy.

In an information society, where audiovisual information and communication are becoming more widespread, the nature of culture changes, the standards of coexistence of people, their worldviews are set. In such a society, a new educational space is formed, the development of which depends directly on the extent to which a country, social group or individual has access to the latest information and communication system. The core of such an educational space is no longer just a person, but a "network person".

In any country, the availability of information is relative and depends on the political order. The problem of accessibility of information is related to the nature of the educational space, its content content. If the state is to prioritize raising the educational level of the nation, then information and technology support for education is at an appropriate level. According to K. Popper, in an open society, free discussion is legitimate in the first place, and the results of public debate affect politics, then , it has institutions that promote the will of those who do not seek benefits" [6, p. 125]. Therefore, pluralism, which takes place in active dialogue, is a sign of an open space of education.

The communication strategies inherent in it are manifested in the following characteristics:
- each participant in the communication process is treated as an equal interlocutor with the right to an active position;
- all arguments are presented openly;
- participants do not need intermediaries and can expect to continue communication;
- there are no anonymous participants in the communication process.

If the state seeks to tightly control the entire spectrum of information, using manipulative communication strategies, the educational space becomes "closed" in nature, and the functioning of its internal structural elements is fully subject to the basic, strategic goals of the

state. Accordingly, activity, as an essential characteristic of the subject, is not required in such a system. An individual becomes an object without the right to be an active subject in his or her self-identification and determination of his or her own attitude to the existing order of things.

The decisive factors for communicative strategies are:

- lack of equal status of communication participants;

- inadmissibility of the dialogue (participants of the communicative act are either not informed about the decisions made, or are informed through mediators);

- arguments are replaced by motives of individuals or communities;

- the discussion turns into a confrontation where the accuser acts as an anonymous person.

In the first case, the educational space is characterized by us as "soft", in the second it develops under the "hard" scenario. It should be noted that in both cases, the educational space is a highly heterogeneous entity, manifested in the parallel functioning of not only publicly available public educational institutions, but also elite universities, colleges, schools whose education is inaccessible to most of society. This structuring of the educational space reflects the objective stratification of the population by income level, both within the country and in the international dimension.

Conclusion. The modern educational space is characterized by openness and mobility, openness; educational situations develop on the principle of non-linearity, which opens new opportunities for humans and, at the same time, creates new risks. The person from the object of manipulation turns into a conscious subject, who forms his own life strategy. At the same time, understanding a person as the central entity that initiates and organizes the process of their education requires rethinking the initial principles of interaction with other subjects in the educational space.

Interaction in the global dimension of the information society brings together different local educational environments and enables the use of the achievements of innovative educational projects of one country in the educational space of other territorial structures. This creates similar educational situations in different countries, which contributes to the effectiveness of education as an integral phenomenon.

The modern educational space is formed under the influence of interrelated factors: first, new educational technologies that open up unrestricted access to information; Thus the educational space is formed "from below" and "from above". Its borders are constantly expanding, which is explained by the expansion of the world of culture. It is natural that among the various factors that stimulate the deployment of the educational space, social needs are leading, which ultimately determine the nature of communication strategies. Identification and justification of the most appropriate for modern society type of communication strategies requires a systematic and holistic study of the models of interaction of subjects of educational space, their genesis and technologies of implementation.

In the context of a new media situation, where subjectivity is formed predominantly outside the traditional process of self-identification in the encounter with the Other, communicative strategies are increasingly relevant, based on the dialogical nature of pedagogical interaction in the educational space. The emergence and active development of new technologies destabilize educational communication, not so much by depersonalizing the teacher's personality, but also by changing the mode of knowledge verification and transforming those axiological foundations that are "cementing" for the education system. That is why at the stage of becoming an information society the anthropological orientation of education, the ascent to individuality, self-improvement on the basis of the project-technological culture of thinking and activity are actualized. The humanization of education in the true sense of the word is possible only in dialogical interaction is personally meaningful, imaginative, emotional, intellectual reflection of a person by another person.

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Summary

The globalization of communication, which is gaining momentum with the growth of the Internet, radically changes the internal structure and content of the educational space, prompts the search for new communication strategies. The educational space is globalizing under the influence of the latest advances in information and communication technologies. Accessibility of educational systems, increase of information flows, intensification of exchange of students, teachers, innovative experience between pedagogical systems in terms of content and structured plan provided the possibility of updating these systems. After all, in the interaction of qualitatively different is formed an idea of the specifics of the system, its relevance, localization in space. All this becomes a tool for the constitution of a new global educational space.

Keywords: education, strategy, globalization, communication, information society.

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ADAPTATION OF STUDENTES TO SELF-EMPLOYED PHYSICAL TRAINING CLASSES IN THE CONDITIONS OF HIGHER EDUCATION

Володимир Приходько, Віктор Богуславський, Дмитро Діщенко. АДАПТАЦІЯ КУРСАНТІВ ДО САМОСТІЙНИХ ЗАНЯТЬ З ФІЗИЧНОЇ ПІДГОТОВКИ В УМОВАХ ЗАКЛАДУ ВИЩОЇ ОСВІТИ. Особливість самостійних занять з фізичної підготовки полягає в тому, що лише самоусвідомлення потреби фізичного вдосконалення і фізичного розвитку може стати дієвим стимулом для формування мотивації до виконання фізичних вправ, підвищення фізичної підготовленості і готовність до своєї професійної діяльності. Формування свідомого

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