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TRANSFORMATION OF THE EDUCATION SYSTEM IN THE ERA OF DIGITAL TECHNOLOGIES

Nowadays, the digitization has permeates every aspect of our lives, from how we spend our time to how we manage our money. It changes the usual way of communication, entertainment and receiving new information. Society is turning into digital users who look for products and services not in yellow-page catalogs, but in searchable information systems.

The modern world presents new challenges to education. Digitization, on the one hand, helps to solve them, and on the other hand, creates new challenges. The state, IT companies, and the pedagogical community now need to form new teaching methods, to find an optimal balance between digital and classical education [4].

Using the possibilities of digitization allows you to increase the intellectual and cognitive motivation of students, develop their functional literacy, digital skills, interact with the interface, and ensure equal access to education for students of all levels.

The transformation of the education system into the digital era is a powerful trend in terms of reforming and modernizing the global educational environment, which involves equipping educational institutions with modern digital technologies designed to increase the availability of education and educational materials for all education seekers.

Modern software solutions make it possible to automate the processes of processing information about the nature and dynamics of the educational process

(behavior of pupils or students, their perception of the educational material, the speed of its assimilation, etc.), its control, learning strategies and requests from those seeking education.

Therefore, the key advantages of the transformation of education with the use of digital technologies are the involvement of education seekers in independence from an early age; elimination of paper routine; reduction of costs for educational materials thanks to the use of electronic versions; greater availability of knowledge for people in remote settlements [3]. At the same time, there are also disadvantages of the concept of digitalization - a decrease in the socialization of education seekers; less attention to physical development; reducing the role of teachers.

In the conditions of war, the digital transformation of educational activities of higher education institutions is a promising way of training specialists with higher education in Ukraine. Existing practice shows that digitization allows the educational process to be conducted in conditions of significant damage to the material base and the impossibility of ensuring the physical presence of teachers and students at classes.

In the future, digital technologies of educational activity can be used to attract Ukrainian citizens from among temporarily displaced persons, as well as citizens of other countries, to education. It is also advisable to use digital technologies for remote training (retraining and advanced training) of working people in line with the concept of "lifelong learning". Including for adaptation to the conditions of wide implementation of technologies of the fourth industrial revolution and the formation of a digital economy in Ukraine to ensure the economic security of the state [2].

Digitization of education has two dimensions that make it possible to position this process in modern and future education: 1 – the use of digital principles in modern educational practice due to the use of elements of the digital space in the educational process; 2 – implementation of a complex of digital skills in the process of training specialists.

Digitization of the education system is now a real process. Almost no one doubts this phenomenon. This situation creates the illusion among many teachers, managers and education officials that digitalization is almost a panacea for all the "trouble" that society is currently experiencing.

In other words, it is considered as a condition and a way to solve all, without exception, current problems of education and training. From our point of view, digitalization, which is one of the key realities of the life of a modern person, as well as the socio-economic and information-technological state of industrial and cultural-educational relations in society, leads so far mainly to the exacerbation of existing contradictions in education, first of all, between "reproductive" and "productive" strategies (directions) of its modernization.

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СТРАТЕГІЧНА ІНТЕГРАЦІЯ ЯК МЕХАНІЗМ ОПТИМІЗАЦІЇ СТРАТЕГІЧНОГО УПРАВЛІННЯ В УМОВАХ ЦИФРОВІЗАЦІЇ

Стратегічна інтеграція як механізм оптимізації стратегічного управління в умовах цифровізації для України має дуже велике значення. Це обумовлене потужною базою цифрової спроможності у сфері досягнення стратегічної незалежності. Стратегічне управління через механізм стратегічної інтеграції повинне забезпечити такі пріоритети: зміцнення національної безпеки та прискорення європейської інтеграції як домінантного чинника відновлення України [2; 4; 6]. Адаптація підприємств будь-якої форми власності до сьогоденних умов військової агресії потребує ефективного використання певних інструментів і бізнес-прийомів управління, що призведуть до нових форм синергійного розвитку. Так, найбільш поширеними формами реалізації інтеграційного об'єднання підприємств є їх поєднання у вигляді горизонтальної, вертикальної, діагональної, комбінованої інтеграції, вибір якої залежить від конкретних умов кон'юнктури ринку, галузі, в якій працюють підприємства [3; 5; 1].

Сьогодні багатоаспектність понять стратегічної інтеграції, стратегічного управління потребують виділення та фокусування ключових рис, які відобразяться у змінах глобалізаційних процесів й дозволять сформувати механізм оптимізації стратегічного управління в умовах цифровізації. З погляду економічної системи інтеграцію можна розглядати як об'єднання