still lagging behind in the area of regulation. Fast and forward-looking steps are necessary to enable control over the continuously flowing money.

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EDUCATIONAL SECURITY IN THE CONTEXT OF ENSURING NATIONAL INTERESTS OF UKRAINE

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In the context of the transformational processes taking place in Ukraine, the issue of educational security, which is a key component of national security, deserves special attention. National security directly influences the effectiveness of changes in all spheres of public life, since it is a conscious, targeted, organized influence of the subject of management on the real threats and danger through which state and non-state institutions create favorable conditions for the progressive development of Ukrainian national interests, the sources of the well-being of a particular person, society and the state, and also ensure the effective functioning of the system of

national security of Ukraine [Lipkan, 2005, p. 26].

In order to realize the ideas of national interests, it is necessary to bring the functioning of the education system to a qualitatively new level, as the security of the state in the strategic plan is determined by the state of the education system. The education system is an environment and an essential mechanism for comprehensive development, mobilization and updating of intellectual potential, and, consequently, for innovation development. In economically developed countries, at the expense of education, they receive up to 40% of the growth of gross national product [Stetsiv, 2010].

As the national security of the country depends directly on the intellectual potential of the country, the moral and political ideals of the youth, its social values, the level of general culture and vocational training, education, above all, is the foundation for the formation of knowledge and intellectual capital. It provides security at all levels (individual, society, and state). And it plays an essential role in their strengthening. Thus, without qualified personnel, economic and military security of the state is impossible, technological security is impossible without modern scientific developments, etc.

Educational security of the state is the ability of the education system to ensure the implementation of human rights for general and vocational education, its ability to reproduce skilled labor, the state's ability to protect national interests in education from possible threats.

The Institute of Human Rights and Freedoms establishes that in the field of education, the state must create the whole set of institutional conditions for the realization of the right of citizens to education. At the same time, the intervention of the state in the educational process must be determined by the interests of the individual, society and the state, which, obviously, is dictated by the realization of human rights and freedoms, since the right to education belongs to the set of fundamental rights [Zarubezhnyi, 2001, p. 62].

Considering the aspects of security in an educational institution, there is a concept of comprehensive security of an educational institution, which G. Kodzhaspirova understands as "the state of the educational institution's security against the real and predictable social, technological and natural threats that ensure its safe functioning" [Kodzhaspirova, 2008].

The problem of implementing national security in the field of education has reached a certain solution and philosophical comprehension in the works of V. Barkhatov, D. Dzvinchuk, H. Dmytrenko, K. Karpova, K. Korsak, V. Luhovyi, A. Malolitko, S. Nikolaienko, V. Ohneviuk, S. Proleiev, M. Stepko, I. Stetsiv and others.

The national interests of Ukraine lie in the fact that education should fulfill the functions assigned to it: acquisition, extension and continuous updating of knowledge; growth of labor productivity and individual employee income; balancing the labor market, ensuring its labor force in line with changes in demand

in the labor market; social protection of workers from unemployment. According to some calculations, wages in Ukraine are 50%, labor productivity is 32-38%, and more than 50% of inventions depend on the educational and professional level of the employed. At the same time, educational factors in aggregate by 50-80% provide a positive dynamics of the results of innovation activity [Antoniuk, 2008, pp. 16–17].

There is a close relationship between education and science, since scientific knowledge enhances human, state, and society's ability to anticipate and neutralize certain threats. Nowadays, economically developed countries pay particular attention to the development of information technology, improvement of methods for obtaining, storing, searching, transmitting information, and this greatly contributes to the development of education [Stetsiv, 2010].

In view of this, successful personality development is possible in an environment in which the absolute value of each person is recognized, the activity is carried out on the principles of humanism, which gives impetus to its successful implementation. Domestic and foreign seholars and practitioners interpret the educational environment as part of the human life and social environment, which manifests itself in the aggregate of all educational factors that directly or indirectly influence the personality in the processes of education and development; it is a certain educational space, where its development is carried out.

Thus, foreign scholar V. Iasvin believes that the educational environment is a characteristic of life within an institution of education, a system of influences and conditions of personality formation, as well as a system of opportunities for the development of personality that are contained in the social and spatial-subject environment [Iasvin, 2001]. Evaluating the educational environment as a systematic tool for the formation of personality, the author proposes its structure, which includes three basic components: spatially-subject (spatially-subject conditions and opportunities for the implementation of education, socialization of the individual); social (the space of conditions and opportunities that is created in the interpersonal interaction between the subjects of the educational process (students, teachers, administration, parents, psychologists and others); psychological and didactic (a complex of educational technologies (content and methods of teaching and education), built on different psychological and didactic principles) [Iasvin, 1997, pp. 11–15].

The educational environment of higher education institution (HEI) is studied as a pedagogical phenomenon (A. Artiukhina), a factor of professional self-determination (O.Mondonen), socio-cultural development of students (N. Zybyna), professional self-consciousness (L. Andrieieva), adaptation of students in conditions of optimization of educational environment (H. Horska, T. Braun), formation of professional and civil competencies (S. Miakishev and L. Orynina). The educational environment is studied as a means of development of a student's creative personality (V. Masterova, S. Pymonova, Y. Podolska), self-realization of the personality (N. Senchenko).

The term "educational environment of a higher education institution" is understood by some scholars as a combination of the material and spiritual conditions of its functioning, which ensure the self-development of a free and active student, the realization of the creative potential of his/her personality. Educational environment serves as a functional and spatial association of subjects of education; and close diverse group relationships are established between them. It can be regarded as a model of socio-cultural space, in which the formation of personality occurs [Katashov, 2001, p. 8].

The entrant, choosing HEI today, thoroughly examines its stability, prestige and economic well-being. Such a situation necessitates the work of the HEI in creating conditions that would ensure its successful existence in order to ensure that the educational environment of the educational institution is protected and safe.

At the same time, in today's rapidly changing conditions, the educational environment of an educational institution is not isolated from external and internal factors and their influence. These factors can have both a positive result and contain threats, dangers and risks that lead to destructive changes.

Professor I. I. Musiienko points out that "The development of the educational system in the direction of guaranteeing and safeguarding national interests is determined by the influence of such factors as: the emergence and expansion of the sphere of influence of organizations that seek to world-wide manifestation (for example, the WTO, the World Bank, the International Monetary Fund, the Organization for Economic Co-operation and Development, etc.); popularization of the philosophy of neo-liberalism, based on the absolutism of the importance of market relations and spreading them to the spheres of education, health care, social security, etc., as a government ideology; maintaining a deep divide in the level of socio-economic development between industrialized and developing countries; the desire of national and governmental organizations to create horizontal rather than hierarchical organizational structures (for example, the European Union, the North American Free Trade Area, the Southern Cone Common Market, Asia-Pacific Economic Cooperation, etc.); the urgency of the solution at the supranational level of global environmental problems" [Musiienko, 2012, p. 5]. As a result, he observes that "It is obvious that the right to education requires an appropriate institutional structure, which, created by the state, should be in line with national interests. In essence, an institutional political and legal field is formed that regulates the field of education, and it is determined by a wider institutional context, ensures the realization of human rights and freedoms. Therefore, the full implementation of the right to education by the state is connected with the conceptual content of national interests. This interest is an ideological context for ensuring national security" [Musiienko, 2012, p. 10].

Unfortunately, in reality, modern Ukrainian higher education does not respond quickly to the fleeting needs of society and the labor market, which is expressed in terms of training and discipline, which are calculated on the existing (or past)

educational environment, rather than on the planetary information space; structure of the content of training and retraining, which are formed according to the "tunnel" principle ("immit me"); pedagogical technologies, formed on information and reproductive techniques; pedagogical control, which is aimed at finding mistakes both in the teacher and in the students (that is, on the negative) [Luzik, Khomenko-Semenova].

Therefore, HEIs are under the influence of a number of factors that negatively affect their activities and threaten their safety. These main factors include:

- lowering the quality of higher education;
- outflow of qualified personnel from HEIs;
- reduction of the number of entrants;
- non-transparent mechanism of distribution of budget funds and reduction of state financing;
- aggravation of competition between HEIs for entrants and between graduates in the labor market;
- low representation of domestic HEIs in international university rankings.

The aforementioned factors create threats both for the development and sustainable functioning of the HEIs, as well as the state; determine the orientation of international economic communications; can damage the HEI or adversely affect its functioning. At the same time, the identified factors of the threat to the security of the HEIs make it possible to prevent or mitigate the impact of certain threats to the activities of higher education [Snihyr, 2017, p. 647].

The analysis of the source base shows that scientists differentiate many classifications of threats. Thus, M. Glasnyi points out 7 main threats in the system of higher education and considers them the most urgent and global problems: 1. Non-compliance with legislative requirements. 2. World financial crises. 3. Energy crises. 4. Inflation. 5. Changes in consumer demand. 6. Fight for talented professionals. 7. Epidemics [Glasnyi, 2008].

The greatest spread in science has been acquired by the allocation of threats, depending on their sphere of origin. On this basis internal and external threats are distinguished. External threats arise outside of the economic systems. Internal threats are caused by those processes that arise during the operation of economic systems. According to scientists, all kinds of threats and risks, associated with the provision of educational services, are appropriated for institutions of higher education.

L. P. Snihyr submits a classification of internal (all that creates conditions for violation of the current legislation in the field of education and licensing conditions by the leaders, faculty, other permanent staff of HEI and students) and external (arising outside the economic systems, are manifested in the negative consequences of socio-economic development of the country) threats to the security of HEI [Snihyr, 2017].

He refers the following to external threats: the instability of state policy in the field of higher education; change in the system of knowledge assessment when

enrolling entrants; unfavorable demographic situation; competition in the market of higher education; saturation of the labor market by graduates of certain specialties; the impact of the economic crisis on the consumer's purchasing power of educational services; the level of corruption and crime in Ukraine.

The scholar refers the following to internal threats: non-compliance with legislative requirements; aging of consumers and personnel in the system of higher education; constant shortage of skilled personnel; the inability to react in a timely manner to changing consumer demand; inability to innovate in the system of higher education; presence of conflicting relations between the leadership of the higher educational establishment and the teaching staff; the absence of preventive measures for manifestations of corruption, fraud in the HEI [Snihyr, 2017, p. 30].

Threats to native education have different nature, sources and forms (crisis in the field of spirituality; fall in the credibility of education (fundamental one); lack of funding; commercialization of education; unfinished reform process – from the old Soviet system to the modern, advanced world). The provision of security in educational institutions is largely dependent on the availability and use of financial resources, the stable and sufficient receipt of budget funds above all. In addition, given the fact that Ukraine has clearly identified the entry into the educational space of Europe as its guideline, respectively, there should be a gradual modernization of educational activities in the context of European requirements [Hirniak, 2014].

In order to create an effective safety system of HEI, it is necessary to have a clear idea of what factors affect the level of security threats. Awareness of the relevant factors of security threats to institutions of higher education will make it possible to prevent their impact or at least the consequences [Snihyr, 2017, p. 647].

Specialists of the Humanitarian Security Department of the National Institute for Strategic Studies of Ukraine T.V. Chernenko, M.M. Karpenko, V.S. Lozovyi and others prepared an analytical report on Security Measures of Education Policy: World Experience and Ukrainian Realities, in which it is noted that for the foundation of the security factor, it is necessary "to streamline the organizational and legal principles that determine the development of education and science, primarily forms of interaction between universities and institutes of the National Academy of Sciences, mechanisms for implementation of agreements of scientific collectives with high-tech production, in particular in the field of defense, as well as provision of public-private partnership in the field of scientific developments; to ensure sufficient financing of the joint educational and scientific projects of the institutes of the National Academy of Sciences of Ukraine and research institutes of the Ministry of Education and Science of Ukraine, which should provide elite education and conduct innovative scientific research; to implement the policy of financial and tax incentives for universities and scientific institutions that develop science, specialize in the creation of innovative knowledge; using the experience of the best European and world scientific institutions and educational institutions, to modernize the system of training highly skilled personnel for the scientific,

educational and innovative spheres, create effective mechanisms for supporting young scientists, expanding career prospects for doctors and postdoctoral students, ending the emigration of researchers, providing social protection of scholars" [Ishchenko, 2017, p. 40].

Thus, the creation of an integrated system of national security is the main task of Ukraine as a sovereign European state. In the national security system, education plays the huge and increasing role. It acts simultaneously as an object, a resource and a means that creates, strengthens the foundation of the country's economic growth and its security. By joining the struggle for high positions in domestic and international rankings, HEIs contribute to the improvement of the quality of education. Increasing the level of economic development in modern conditions will contribute to ensuring the effective functioning of higher education institutions and their security, in particular as a result of improving the quality of training of specialists who can be competitive both on the domestic and international labor markets. That is why the development of the educational sphere should be one of the most important priorities of the national security policy.

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GENDER POLICY OF POPULATION EMPLOYMENT IN THE SYSTEM OF FORMATION OF UKRAINE'S PERSONEL SECURITY

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The issue of employment and job placement remains a topical point in Ukraine as well as in EU countries and it is considered to be one of the central problems of modern society. The problem of gender equality have a profound impact on the development of the social life of Ukrainians and it is aimed to be the center for economic and social growth. Although women have already achieved significant successes in their rights and freedoms, in reality no country in the world has ever