Note that for Ukrainian universities getting into QS World University Rankings, The Times Higher Education World University Rankings and Academic Ranking of World Universities also has financial incentives: according to the results of international rankings in 2020, 5 domestic universities received additional funding.

Ukraine also got into the QS Higher Education System Rankings: in 2018, Ukraine has risen to 44 positions from 45 positions in 2016.

Thus, the presence of Ukrainian universities in the international rating system indicates that Ukraine and the domestic education system are represented in the world educational space, and educational services are in demand among foreign students. However, further development of this area requires decision-making on the basis of a detailed analysis of the peculiarities of educational marketing of neighboring competing countries, modernization of the educational policy of attracting foreign students, taking into account the actions of competitors.

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INFORMATION TECHNOLOGY AS AN EFFECTIVE MEANS IN THE POSTGRADUATE EDUCATION SYSTEM

The relevance of integrating ICT into postgraduate education is determined by practical needs, especially social problems. The use of information technology in postgraduate education provides a qualitatively new level of acquisition and generalization of knowledge and skills of specialists, as well as their use in the further professional and creative activity. This is primarily due to the introduction of updated content, forms, methods and training technologies into the learning environment, in particular information support as one of the most important mechanisms of upgrading the branch.

Different aspects of the issue of an individual's interaction with information environment in learning are dealt with by V. Bykov, O. Bondarenko, V. Zabolotnyi, O. Mishchenko, O. Pinchuk, O. Pometun, M. Senchenko et al.

An important prerequisite for the efficiency of information technology in education, according to N. Morse, is [1, p. 88]: possession of a personality-centered teaching method; a shared vision of the process of information technology integration by teachers of various disciplines, subject to assistance and support of the education system governance; availability of some experience of educational information technology use by teachers; promotion of the professional development of professors and teachers in information technology; knowledge of educational standards and the availability of resources for training courses; access to modern information technology, particularly software.

From our point of view, the use of modern information technology in professional development at the stage of postgraduate education is particularly important to create effective educational resources, such as e-textbook, repertoire manual, music manual etc. The difference between the said and printed editions is that they can be designed as an open dynamic system. In such systems, the user can make changes and additions to the manual content.

In the course of integration, the components of professional and personal experience should be transformed so that the nature of their ordering reflected the required knowledge, skills and abilities, and determined the formation of relevant generalizations, i.e. invariants.

It is important that the implementation of educational and pedagogical innovations in the context of the Bologna process confirms that, besides development of new regulations and work programs optional subjects is an urgent need to improve both the structure and content of already existing teaching of postgraduate education system. No less important is the organizational restructuring and training process, amendment of its schedule and, most importantly, the reconstruction of individual forms of vocational training, which, given the peculiarities of training the art specialists, is the cornerstone of successful innovations in postgraduate education.

Researchers interpret educational innovation in the system of lifelong learning as:

- new ideas in teaching, focused on innovative changes in various systems and components of structured education (K. Bondarieva);

- the result of creative search for original, innovative solutions for pedagogical issues (V. Dokuchaieva);

- the process of creation, distribution and use of educational innovation to address the teaching situations and problems still solved by different means (O. Savchenko);

- novelty, significantly altering the results of the educational process, creating improved education, teaching and educational systems; educational content; innovative technologies aimed at organization of the educational process, improving the methods, forms and means of personal development of the future music art specialist (L. Kondratska).

So, it must be emphasized that innovation in education is understood as a special organization of professional and creative activities and thinking, covering the entire scope of education and training of specialists.

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