Research article / Научная статья

# Genre Features of the Educational Media Discourse in the Context of Information Ecology and Cyber Security

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**Abstract.** In the 21st century, the interdisciplinary research interest is increasingly aroused by the linguistic problem of realizing educational discourse, especially in the media space. Information ecology and cyber security make it possible to form the skill of making adequate educational, and managerial decisions in the field of education under the conditions of saturation with information, information noise in the digital environment. The purpose of the study is to identify the genre features of the educational media discourse in the context of information ecology and cyber security. A functional-genre analysis of the educational media discourse in the digital media space is carried out in the study. By applying a set of methods (descriptive method, content analysis, discursive analysis, linguosemiotic analysis, linguopragmatic analysis, functional-genre analysis, interpretive analysis), the genre media reflection of the regulation of society's activities to achieve hygienic safety goals related to information is studied, which constitutes the scientific novelty of the study. The main genres of the educational media discourse that are significant for the development of genre theory have been identified, those are: analytical, popularizing, explanatory, didactic, regulating, recommendation, discussion, multimedia, case study genres. Their analyses allow conclude that an ecosystem comfortable for training students is formed due to compliance with the requirements of information ecology, information and Internet hygiene, ethics, cyber security, which are among the preventive trends and protective measures in the digital environment. The analysis of factual material emphasizes the importance of ensuring the safety of students as one of the key tasks of the modern educational process, considering the active influence of the media environment. It is established that media articles inform an addressee about the activities of preventive medicine and state sanitary and epidemiological services that are developing norms that reflect the safe organization of the work and educational process using information tools in the digital media space. Documents presented in various media genres determine the norms of lighting at different times of the day, the norms of noise parameters and work with electronic teaching aids and other acceptable conditions to ensure high-quality work without harm to health. The identified genre features of the educational media discourse in the

context of information ecology and cyber security clearly demonstrate that the informational ecology is a promising direction for the study and development of the media discourse, incl. educational media discourse, based on the material of various linguistic cultures.

# Жанровые особенности образовательного медиадискурса в контексте информационной экологии и кибербезопасности

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**Аннотация.** В XXI в. все больший междисциплинарный исследовательский интерес вызывает лингвистическая проблема реализации образовательного дискурса, особенно в медиапространстве. Информационная экология и кибербезопасность позволяют сформировать навык принятия адекватных учебных, воспитательных и управленческих решений в сфере образования в условиях насыщения информацией, информационного шума в цифровой среде. Цель исследования состоит в выявлении жанровых особенностей образовательного медиадискурса в контексте информационной экологии и кибербезопасности. Осуществляется функционально-жанровый анализ образовательного медиадискурса в цифровом медиапространстве. Путем применения комплекса методов (описательного метода, контент-анализа, дискурсивного анализа, лингвосемиотического анализа, лингвопрагматического анализа, функционально-жанрового анализа, интерпретативного анализа) изучается жанровое медиаотражение регулирования деятельности общества по достижению целей гигиенической безопасности, связанных с информационными и коммуникационными процессами в цифровом образовательном медиадискурсе, что составляет научную новизну исследования. Выявлены основные жанры образовательного медиадискурса, значимые для развития теории жанров: аналитические, дискуссионные, популяризационные, объясняющие, рекомендательные, дидактические, регулирующие, мультимедийные, жанры кейсов. Их анализ позволяет заключить, что комфортная для подготовки обучающихся экосистема формируется за счет соблюдения требований информационной экологии, информационной и интернет-гигиены, этики, кибербезопасности, которые входят в число профилактических трендов и защитных мер в цифровой среде. Анализ фактического материала акцентирует важность обеспечения безопасности обучающихся как одной из ключевых задач современного об-

разовательного процесса с учетом активного воздействия медиасреды. Уставлено, что медиастатьи информируют адресата о деятельности профилактической медицины и государственных санитарно-эпидемиологических служб, которые занимаются разработкой норм, отражающих безопасную организацию рабочего и образовательного процесса с использованием информационных инструментов в цифровом медиапространстве. Документы, представленные в различных жанрах массмедиа, определяют нормы светового освещения в разное время суток, нормы шумовых параметров и работу с электронными средствами обучения и другими приемлемыми условиями для обеспечения качественной работы без вреда для здоровья. Выявленные жанровые особенности образовательного медиадискурса в контексте информационной экологии и кибербезопасности наглядно демонстрируют, что информационная экология — перспективное направление для изучения и развития медиадискурса, в т.ч. и образовательного медиадискурса, на материале разных лингвокультур.

**Ключевые слова:** жанровые особенности, информационный стресс, информационный шум, лингвоэкология, информационная безопасность, информационная гигиена

## Introduction

Rapid development of the informational society leads to the interdisciplinary research interest of the **current issue** of educational discourse studying, especially in the media space. The dynamics of the electronic technologies' development forms an increasingly dense, saturated, and complex digital information environment. Digital technologies have firmly established in the life of the whole world. Therefore, the state continues to deploy an active policy regarding the digitalization of education. The Federal Law "On Education in the Russian Federation" dated 29.12.2012 N-273-FZ[1] is one of the fundamental documents regulating the process of education digitalization. Decree of the Russian Federation President No. 203 dated 09.06.2017 "On the strategy for the development of the information society in the Russian Federation for 2017-2030"[2] reflects the provisions on solving the tasks of human development and ensuring the citizens and the state security, digital economy development at the expense of various resources, including the formation of information space.

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[1] The Federal Law "On Education in the Russian Federation" dated 29.12.2012 N-273-FZ URL: http://www.consultant.ru/document/cons_doc_LAW_140174/ (accessed: 10.03.2022) (In Russ.).

[2] Decree of the Russian Federation President N203 "On the Strategy for the Development of the Information Society in the Russian Federation for 2017–2030", 9 May 2017. URL: http://www.kremlin.ru/acts/bank/41919 (accessed: 10.03.2022) (In Russ.).

Large flows of information and many innovative tools development have a significant impact on society as a whole and on humans [1]. This influence is reflected in the behavior of an individual who is forced to navigate data that tends to be constantly updated, use many technologies, which leads to long-term interaction with gadgets. This characteristic is relevant for the modern linguistic personality in different types of discourse, for the linguistic personality of the teacher and for the linguistic personality of the student in educational media discourse, which are pushed to use new information and communication tools. Under these conditions, innovative technologies play a significant role in the formation of professional competence, primarily the language personality of the student and allow him becomes a competitive specialist in a digital communicative space[3].

At the same time, electronic technologies have an impact not only on the formation of professional competencies of the language personality of the student, but also on his mental and physical health, particularly in electronic media space [2–3]. Therefore, it is worth paying attention to the regulation of the various gadgets use. Over time, it becomes clear that a competitive specialist training is closely related to the implementation of measures to preserve the health of students due to the intensification of educational activities in new digital conditions. Information ecology in the educational media discourse is responsible, among other things, for preserving the health of students in the electronic environment.

The new industrial revolution reveals young people as the social layer most exposed to technology. It is young people who need greater protection and prevention of negative information influences [3–8].

Despite the importance of the issue under consideration and its active study in various branches of science (linguistics, education, sociology, IT etc.), its **insufficient study and development** from the standpoint of modern linguistics is noted. **The purpose** of this study is the necessity to highlight and analyze the main genre features of educational media discourse in the aspect of informational ecology and cyber security to establish the possibilities of protecting information in the digital environment and protecting the media addressee from information influence. **The object** of study is an educational media discourse. **The subject** of our study means that we have identified the main genre features of the educational media discourse in the context of information ecology and cyber security.

## Materials and Methods

A comfortable ecosystem for training students is formed due to compliance with the requirements of informational ecology, information and Internet hygiene, ethics, cyber security, which are among the preventive trends and protective measures

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[3] Р 2.2.2006-05. Руководство по гигиенической оценке факторов рабочей среды и трудового процесса. Критерии и классификация условий труда (утв. Главным государственным санитарным врачом РФ 29.07.2005). [Электронный ресурс] Режим доступа: https://docs.cntd.ru/document/1200040973; https://rosugleprof.ru/docs/OT42.pdf (дата обращения: 10.03.2022).

in the digital environment. Ensuring the safety of students is one of the key tasks of the modern educational process. One of the main reasons for the requirements for a training organization providing safety conditions is information stress, which appears because of the long-term exposure to informational noise, the prevalence of false information, addictive behavior, anxiety, and depression. This paper presents an analysis of the genre specifics of educational media discourse in the aspect of informational ecology and cyber security, which is aimed at developing parameters for the safe use of electronic tools and technologies in educational discourse, to protect health and preserve the state of work of citizens and students, in particular; it covers the regulation of society's activities to achieve hygienic safety goals [9]. The study analyzed various genre varieties of educational media discourse in the aspect of informational ecology and cyber security, selected by receiving a continuous sample from the Internet (total volume — 20 author's sheets).

The analysis was carried out in several stages using various **methods**: descriptive method, content analysis, discourse analysis, linguosemiotic analysis, linguopragmatic analysis, functional-genre analysis, interpretive analysis. At the first stage, the genres of educational media discourse regulating the labor and educational process, broadcasting in mass media were determined. Further, the most important genres were identified, which reflect the positions regarding the norms of the ecology of the language, noise parameters, light parameters, ultraviolet radiation, as well as natural, artificial, and combined lighting, including insolation, indicators of severity and intensity of work and the duration of use of electronic teaching tools for different age categories [10–11]. Linguosemiotic analysis and linguopragmatic analysis of the identified genres made it possible to establish the main genre features of educational media discourse from the point of view of information ecology and cyber security, focusing on the protection of information and media addressee [2; 4–7; 12–14]. The paper presents a summary of the results considering the methods and stages of the study.

## Genres

As a result of the analysis of the actual material, it was established that the main genres of educational media discourse, which regulate labor and educational processes, include the following:

• **Curricula, programs describing the goals, content, and methods of training, as well as requirements for students**, e.g.[4].

**(1)** *Online course program "Media ecology and modern information space."* *A course on how to critically evaluate modern information content.*

> *Chapter 1. Modern media and information space*
> • *Media Space: Integral Characteristics*
> • *Information noise*

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[4] Hereinafter, the translation of examples from Russian into English is made by Denis S. Mukhortov, Elizaveta A. Zhovner.

- *Multimedia, Cross media and Transmedia*

*Chapter 2. Current media consumption trends*

- *Current media consumption trends*
- *Current trends in media consumption in social networks*
- *Media trends of information content consumption*

*Chapter 3. Media ecology in the context of social media transformation*

- *Social Media Today*
- *Media Community*

*Chapter 4. Media Environmental Literacy Tools and Technologies*

- *Factchecking as the foundation of media environmental literacy*
- *Digital Visual Forms of Communication*[5].

**(2)** *Program of measures to prevent health disorders of students in classes using computer technology and electronic means of training in educational organizations*

*3.1. Ensuring a health-safe learning environment for learners using e-training tools*

*Electronic training tools (electronic boards, computers, laptops, tablets, etc.), electronic textbooks and other types of educational tools must have certificates or other documents confirming their compliance with the requirements of the Technical Regulations of the Customs Union (Technical Regulations of the Customs Union TR CU 004/2011 "On safety of low-voltage equipment"; Technical Regulations of the Customs Union TR CU 020/2011 "Electromagnetic compatibility of technical means") and the Unified sanitary-epidemiological and hygienic requirements for goods subject to sanitary-epidemiological supervision/control (Unified sanitary-epidemiological and hygienic requirements for products (goods) subject to sanitary-epidemiological supervision (control)*[6].

- **Methodological recommendations as publications that help in the organization of the educational process, including methods of teaching, monitoring, assessment**, e.g.

**(3)** *<... > According to the Order of the Ministry of Health of the Russian Federation No. 822n dated 5.11.13 (as amended from 21.02.2020) "On the approval of the Procedure for the Provision of Medical Assistance to Minors, Including During Training and Education in Educational Organizations," the Medical Assistance Department of Students participates in monitoring compliance with sanitary and hygienic requirements for the conditions and organization of education and training, in hygienic control of training and educational means and their use in the educational process.*

*The activities of medical workers in the prevention of school-related diseases in students in modern conditions of digital learning are possible in cooperation with the administration and teachers of an educational organization (EO). These guidelines contain materials representing the content of the work and the program of measures to prevent the negative effects of the use of electronic means of training on the health of students for medical workers with the participation of the administration, teachers of the EO.*

*<...> The implementation of a set of measures by teachers under the supervision of medical workers, including the creation and maintenance of optimal conditions for the intra-school environment, hygienic control of the compliance of the e-learning tools with the*

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[5] URL: https://www.lektorium.tv/media-ecology (accessed: 23.11.2024).

[6] URL: https://legalacts.ru/doc/metodicheskie-rekomendatsii-po-ispolzovaniiu-kompiuternykh-tekhnologii-i-elektronnogo-obuchenija/ (accessed: 23.11.2024).

*requirements of hygienic safety, compliance with the regulations for the e-learning tools use in the lesson, rational organization of the lesson, constant updating of hygienic knowledge on the e-learning tools use in the educational process, contributes to ensuring educational conditions safe for the health of students, preventing the occurrence of health disorders in the context of digitalization of the educational process[7].*

- **Scientific articles as the research and analyses in scientific journals facilitating the exchange of knowledge and techniques**, e.g.

**(4)** *Ioseliani AD, Sokolov A.V. Causes and consequences of the spread of "Fake News" in the global technogenic world: socio-philosophical analysis. Socio-humanitarian knowledge. 2023. № 11. Pp. 130–133. DOI: 10.24412/0869-8120-2023-11-130-133.*

> *The article analyzes the genesis and essence of the concepts "Fake" and "Fake News"; the history of the origin of the fake, the qualitative change in the mechanisms of its creation and application in the global technogenic world are explored. Scientific analysis of the problems associated with fake news and practical life shows that the audience of the media and the Internet are not protected from the influence of "Fake News", which is created purposefully for entertainment and other purposes and mixed with truthful information, they are given "sensationalism", and after coverage large audiences of readers turn into business. The types of fakes used in the information space are considered. The work pays considerable attention to the analysis of the question of why people believe in fake news, what are the psychological and other reasons for such consumption of fake news. The nature of the fake is analyzed so that it is possible to create mechanisms for filtering fakes from true information. According to the authors, the development of media literacy and media philosophy is necessary to protect individuals and society from "Fake News". The creation of media monitoring institutions is the next step for a democratic society...[8].*

- **Diagnostic, analytical materials, reports as studies and data on the state of education, assessment results, comparative analyses**, e.g.
  **(5)** *Questionnaire for assessing the hygienic rationality of a school lesson[9]:*

| |
|---|
| *Dear teachers! The purpose of our survey is to study how a lesson in a modern school is organized from a physiological and hygienic standpoint. Please describe your lesson. We are grateful in advance for participating in our survey!* |
| *City _____ School _____ Subject _____ Class _____* |
| *1. What, on average, is the density of the lesson you usually conduct (% of the time spent by schoolchildren directly on educational work) — emphasize:* |
| *a. less than 60% b. 60–80% c. 85–90% g. more than 90% of lesson time* |

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[7] URL: https://legalacts.ru/doc/metodicheskie-rekomendatsii-po-ispolzovaniiu-kompiuternykh-tekhnologii-i-elektronnogo-obuchenija/ (accessed: 23.11.2024).

[8] URL: https://cyberleninka.ru/article/n/prichiny-i-posledstviya-rasprostraneniya-feykovyh-novostey-v-globalnom-tehnogennom-mire-sotsialno-filosofskiy-analiz (accessed: 23.11.2024).

[9] https://legalacts.ru/doc/metodicheskie-rekomendatsii-po-ispolzovaniiu-kompiuternykh-tekhnologii-i-elektronnogo-obuchenija/ (accessed: 23.11.2024).

*2. How many types of educational activities (writing, reading, listening, storytelling, consideration of visual aids, answers to questions, etc.), as a rule, can be distinguished in your lesson? (underline)*:

*a. 1–2 types of educational activities b. 2–3 types c. 4–7 types g. more than 7*

*3. What is the average duration of each training activity? (underline)*:

*a. 10 min and less b. 11–15 min. c. more than 15 min.*

*4. Are there emotional detachments in your lesson (saying, famous statement, musical minute, humorous picture, etc.)? — underline*:

*a. YES b. NO*

*5. If YES, what are the number of emotional detachments in your lessons?*

*a. 1 b. 2–3 c. No g. Other (write)* _____

*6. Do you use electronic learning tools such as computers, laptops, interactive whiteboards, other electronic devices (write what)* _____ *during your lesson? (Underline)*:

*a. YES b. NO*

*7. If YES, specify*:
*- approximate continuous duration of their use per lesson (In minutes)* _____
*- approximate (total per lesson) duration of their use in minutes* _____

*8. Do you have physical education at your lesson? (underline)*:

*a. YES b. NO*

*9. If YES, specify their content and duration (select answer)*:

*a. twice b. once per lesson c. is not carried out.*

*10. If you are doing so, specify (approximately) in which minute of the lesson* _____
*Duration of exercise* _____

*9. Your comments and wishes within the framework of the studied problem?*
_____

*Thanks for the answers!*

**(6)** *Informational security factors of schoolchildren in the educational organization: analytical note / Author's team: Alekseev S.V., Korobkova E.N., Evtukh E.V., Sattarova N.I., Nesterova T.M., Ushanov S.V. St. Petersburg: SPb APPO, 80 p.*

> *The purpose of this study is to: analyze the modern practice of using IC technologies in educational activities and determine approaches to the development of a mechanism for ensuring the information security of students using Internet resources in education. Among the tasks that ensure the achievement of the set goal can be defined as follows: 1. Determining the main information security factors for schoolchildren within the framework of modern practice of using IC technologies in education; 2. Design of the study model for the main information security factors of schoolchildren; 3. Development of diagnostic tools for studying the personal information and educational environment of a student as a combination of activities to prevent harm to his health, consciousness and psyche; 4. Conduct the study and analyze the results obtained; 5. Systematization of the identified trends and determination of possible recommendations for ensuring the information security of schoolchildren at school* [10].

- **Educational standards as documents defining minimum requirements to the quality of education at various levels**, e.g.

**(7)** *Meta-subject results of mastering the basic educational program of primary general education should reflect: <...>*

> *6) use of symbolic means of information presentation to create models of studied objects and processes, schemes for solving educational and practical problems; 7) active use of speech means and means of information and communication technologies (hereinafter referred to as ICT) to solve communication and cognitive problems; 8) use of various methods of search (In reference sources and open educational information space of the Internet), collection, processing, analysis, organization, transmission and interpretation of information in accordance with communicative and cognitive tasks and technologies of the educational subject; including the ability to enter text using a keyboard, record in digital form the measured values and analyze images, sounds, prepare your performance and perform with audio, video and graphic accompaniment; comply with the norms of information selectivity, ethics and etiquette...*[11].

**(8)** *Super User. Reflection of information security in the FSES. 02.05.2019*[12].

- **E-resources, educational sites, online courses as multimedia materials and learning and education platforms supporting self-education**, *e.g.*

**(9)** *Information security at school*

*Local regulations in the field of information security education for students*
- *Regulation on the procedure for processing and protecting personal data of employees of MBEI "School No. 101" (Order No. 361 of 31.08.2018)*
- *Plan of measures to ensure the information security of students of MBEI "School No. 101" for 2019–2020*

*Regulation*

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[12] URL*:* https://www.gymnasia93.ru/safety/index.php/2018-06-06-06-09-57/35-otrazhenie-informatsionnoj-bezopasnosti-v-fgos (accessed: 21.02.2024).

- *Federal Law of December 29, 2010 No. 436-FZ "On the Protection of Children from Information Harmful to Their Health and Development" (hereinafter referred to as Federal Law No. 436-FZ).*
- *Federal Law of July 2, 2013 No. 187-FZ "On Amendments to Certain Legislative Acts of the Russian Federation on the Protection of Intellectual Rights in Information and Telecommunications Networks". <…>*
- *Federal Law of July 27, 2006 No. 149-FZ "On Information, Information Technologies and Information Protection" Art. 15. <…>*
- *Decree of the President of the Russian Federation of 05.12.2016 No. 646 'On the approval of the Doctrine of Information Security of the Russian Federation" <…>*

*Teachers*
- *http://www.ligainternet.ru/ — Safe Internet League.*
- *http://www.microsoft.com/ru-ru/security/default.aspx — Microsoft Security Center website. <…>*
- *http://mon.tatarstan.ru/prof_internet_zavisimosti.htm — Materials (booklet, presentation and text) for conversations for the prevention of game and Internet addiction in children and adolescents on the website of the Ministry of Education and Science of the Republic of Tatarstan <…>*
- *http://i-deti.org/ — portal "Safe Internet for Children", resources, recommendations, comics*
- *http://detionline.com/assets/files/research/Book_Praktikum.pdf — Internet: capabilities, competencies, security*
- *http://www.mindmeister.com/ru/12485180/ — scheme "Child safety on the Internet."*
- *Video materials for lessons on personal data protection*

*Students*
*Memos for schoolchildren*:
- *How to protect yourself from computer viruses*
- *How to use Wi-Fi securely*
- *How to communicate safely on social media*
- *How to safely pay with electronic money*
- *How to use; e-mail: securely*
- *How to protect yourself from cyberbullying*
- *How to safely use your smartphone, tablet*
- *How to play ONLINE safely*
- *How to protect yourself from phishing*
- *How to protect your digital reputation*
- *What is Copyright*
- *How to secure your account*

*Presentations*
- *Presentation. Personal data. Lesson 1*
- *Presentation. Personal data. Lesson 2*

*Children's Safe Sites*
- *1. http://www.nachalka.com/node/950 — Video "Entertainment and Security on the Internet." <…>*
- *4. http://www.igra-internet.ru/ — Online Internet game "Learn the Internet — Manage It." <…>*

*Parents (legal representatives) of students*
*Internet resources*:

*http://www.oszone.net/6213/ — OS.zone.net: Computer information portal. Article for parents "Ensuring the safety of children when working on the Internet." Parental Control Guidelines.*

*An effective measure is to install software with "parental control" functions on the computer. Parents can recommend installing the free program "Internet Censor" www.icensor https://licensor.livejournal.com/.ru on their home computer.*

*Children's Information Security Memo for Parents*

*(\* This section uses materials from the reference system for specialists in education "Education System")*

*How to protect yourself from computer viruses*

*File size: 107.60 KB Download*

*How to use Wi-Fi securely*

*File size: 101.11 KB Download <...>*

*Training Information Security Plan.pdf signature*

*Regulation on the Procedure for Processing and Protection of Personal Data of Employees of MBOU School No. 101.pdf signature*

*Information resources.* [13]

**(10)** *Requirements for the use of ELT in the educational process. The requirements for the use of ELT (e-learning tools) in educational institutions are established by the "Sanitary and Epidemiological Requirements for Organizations for Education and Training, Recreation and Rehabilitation of Children and Youth" SR 2.4.3648-20, "Methodological Recommendations for Training Sanitary and Epidemiological Requirements for Organizations for Education and Training, Recreation and Rehabilitation of Children and Youth" MR 2.4.0242-21 (p. 3.8). Electronic learning tools are interactive boards, touch screens, information panels and other means of displaying information, as well as computers laptops tablets, monoblocks, other e-learning tools (hereinafter referred to as ELT), are used in accordance with the operating manual (or) technical passport of ELT must have documents on assessment (confirmation) of compliance. The use of ELT should be carried out subject to their compliance with the Unified Sanitary and Epidemiological and Hygienic Requirements for Products (Goods). <...>*

*ELT advantages*
• *Trainees as active participants in the training process;*
• *Increase the amount of independent work;*
• *Acquire the skill of mastering modern information processing tools and technologies;*
• *Relevance and efficiency of the received information;*
• *Constant contact of students with the teacher.*

*! When using ELT during classes and breaks, eye gymnastics should be carried out. When using book educational publications, eye gymnastics should be carried out during breaks. To prevent posture disorders during classes, appropriate physical exercises should be carried out (away — physical training).*

*! For children with chronic pathology, often ill (sick 4 times a year), after having suffered diseases for 2 weeks, the duration of direct educational activities using ELT should be reduced by 7–10 minutes.*

*The world gets better when we help others, and we ourselves are happier.*

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[13] URL: https://school101.roovr.ru/cvedeniya-ob-obrazovatelnoy-organizatsii/informatsionnaya-bezopasnost-v-shkole/ (accessed: 21.02.2024).

*The information was prepared by the Department of Hygienic Education and Consulting Services of the FBIH "Center for Hygiene and Epidemiology in the Smolensk Region"*[14].

**(11)** *"RG" publishes new sanitary rules for schools*
*Gennady Onishchenko recommended schools to have two sets of textbooks*[15].

- **instructions, manuals as documents describing the procedures and rules of the labor process in educational institutions, as well as monitoring compliance with norms and rules**, e.g.

**(12)** *TEACHER'S MEMO "HYGIENIC RECOMMENDATIONS FOR ORGANIZING THE EDUCATIONAL PROCESS USING THE ELT"*

> *In recent years, the health indicators of Russian schoolchildren reflect an increase in the prevalence of those violations, which are largely due to the long-term influence of adverse factors in the school environment throughout the entire period of study at school, including the impact on the child's body of electronic means of education, audiovisual products. School lessons, starting from elementary grades, are characterized by the active use of various electronic teaching tools, both collective use (interactive boards, panels) and individual — personal computers, laptops, tablets. Conditions that contribute to the occurrence of a potential risk to children's health are created if the hygienic requirements for the use of electronic learning tools are not met in the lesson. <...> The organization of the educational process, considering the requirements and recommendations presented, will allow to maintain efficiency, prevent the occurrence of overwork and school-related diseases in students*[16].

**(13)** Preventive medicine and state sanitary and epidemiological services are engaged in the development of norms reflecting the safe organization of the work and educational process using information tools. The Table shows the documents and tasks to be solved as part of their implementation.

The documents determine the norms of light lighting at different times of the day, the norms of noise parameters and work with ELT and other acceptable conditions to ensure high-quality work without harm to health in digital conditions.

According to the current Federal Law "On Education in the Russian Federation" [1] dated 29.12.2012 (ed. 08.08.2024)[17], the requirements of other regulations are being implemented. Strategy for the development of the information technology industry in the Russian Federation for 2014–2020 and for the future

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[14] URL: https://fguz-sm.ru/edimg/File/KC/2022/eso2022.pdf (accessed: 21.02.2024).
[15] URL: https://rg.ru/documents/2011/03/16/sanpin-dok.html (accessed: 21.02.2024).
[17] URL: https://www.zakonrf.info/zakon-ob-obrazovanii-v-rf/ (accessed: 21.02.2024).

until 2025 (approved by the Government of the Russian Federation 01.11.2013 No. 2036-r[18] reflects the integrated development of this industry and determines the main mechanisms and ways to achieve the set goals.

**Regulation of the company's activities to achieve hygienic safety goals related to information and communication processes**

| Sanitary Regulations and Norms 1.2.3685-21 "Hygienic standards and requirements for ensuring the safety and (or) harmlessness of environmental factors for humans"<br>Validity period: from 01.03.2021 to 01.03.2027 | Guidelines for the hygienic assessment of work environment and work process factors, criteria and classification of working conditions |
|---|---|
| - hygienic standards for noise parameters | - general principles of hygienic classification of working conditions |
| - hygienic standards of ultraviolet radiation | - hygienic criteria |
| - hygienic standards for indicators of natural, artificial, and combined lighting | - assessment of working conditions based on the "lighting" factor |
| - normalized duration of continuous insolation | - working conditions under the influence of electromagnetic radiation |
| - acceptable values of psychophysiological production factors in terms of work severity and intensity | - characteristics of the severity and intensity of the labor process, working conditions classes |
| - duration of electronic learning tools use | - general methodological approaches to monitoring factors of the working environment and the labor process |

*Source:* compiled by Olga V. Sergeeva, Marina R. Zheltukhina, Elena B. Ponomarenko

## Genre features

Analysis of these genres made it possible to identify the main genre features of educational media discourse from the point of view of informational ecology, focusing on the protection of information and media addressee. These include the following:

1) presentation of the results of studying the impact of information on the addressee and methods of protection (analytical genres: reports, research, scientific articles, analytical articles);

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[18] URL: https://digital.gov.ru/ru/documents/4084/ (accessed: 21.02.2024).

2) illustration of the implementation of the information protection strategy in practical work (case study genres, multimedia genres: examples of successful data protection; infographic visualization of complex data on cyber threats and information protection, multimedia presentations (visual and audio presentations));

3) discussion of current problems, modern trends in the field of informational security and best practices for informational protection to exchange experience (discussion genres: forums, blogs, talk shows, round tables, panel discussions, etc.);

4) training on cyber security, media literacy, testing knowledge about security in the digital environment, raising awareness (didactic genres: online courses, webinars, quizzes, tests);

5) disclosure of the concept of informational security and ecology, formation of critical perception of information (explanatory genres: explanatory articles, manuals, myth-making, and fact-checking as an analysis of common misconceptions about cyber threats);

6) establishing rules for working with personal data to protect the media addressee (regulating genres: program documents, privacy policy);

7) recommendations on safe behavior on the Internet, focused on protecting the media recipient from manipulation and misinformation (recommendation genres: instructions, manuals, collections of best practices, guidelines for teachers on introducing information security topics into educational programs and courses);

8) popularizing the basics of informational security and drawing attention to current threats (popularizing genres: popularizing article, videos, brief posts on social networks).

Measures to prevent the negative consequences of the introduction of electronic technologies include informational ecology and cyber security [4–7; 10; 15–18], are closely interconnected and complement each other.

Informational security [19] is considered as protection against unauthorized access to sources of information, protection against its distortion, use or modification, as well as protection of a person's mental, physical, and social well-being, which refers to the concept of assessing hygienic content that ensures student performance.

Informational ecology makes it possible to ensure the protection of intellectual biosystems, society as a whole and individuals by improving methods for the development of the informational environment. Ecology determines the study of the influence of information on the functioning of society, human relations, the use of modern software tools in compliance with environmental requirements in the process of solving professional problems [4–7; 10; 15]. It allows you to look at the communicant's place in the virtual environment and identify problems that may arise when adapting to the environment.

Informational hygiene is a system of actions to prevent the negative impact of information on human well-being (mental, physical, social) and implies the prevention of diseases associated with information flows. Information hygiene helps users to consciously approach information, which in turn contributes to the creation of a healthy informational ecosystem. Since the predominant share of information is in the Internet space, the Internet hygiene is an integral part of informational hygiene. It includes the following main parameters:

1) critical thinking as an assessment of information for reliability, relevance and objectivity;
2) filtering information as the ability to separate facts from opinions and rumors with protection from excess information;
3) fact-checking as the use of specialized resources to verify data and statements;
4) personal data management as awareness of privacy and protection of their personal data on the Internet;
5) limiting the screen time as controlling the time to operate on the Internet to prevent information overload and reduce stress;
6) correct sources of information as a choice of reliable and authoritative sources of news and educational materials;
7) safe use of social networks as awareness of the consequences of the publication of personal information and interaction with other users;
8) training in media literacy as participation in courses and programs aimed at developing skills in critical perception of media information;
9) development of self-education skills as the use of online resources for self-study of topics related to informational security and hygiene;
10) participation in discussions as a discussion of the quality of information and its influence on society for the exchange of experience and knowledge.

Cyber security in the educational media discourse refers to activities that are aimed at protecting systems, networks and programs from digital attacks, the purpose of which is to receive and use, modify, or destroy confidential information.

As a result of the analysis of special literature [16–18], it was established that cyber security includes:

- database preservation methods;
- methods of tracking activity on social networks;
- methods of information protection;
- communication technologies for protection against hacker attacks.

It is worth noting that due to the increase in the volume of information and the emergence of related threats, the training of specialists with the necessary knowledge in this area is being updated. The formation of their professional competence is based on the study of computer and network security, includes digital forensics, security risk management, cybercrime investigations [20]. Informational ecology and cyber security [4–7; 10; 15; 17; 18; 21; 22] make it possible to form the skill of making adequate management decisions in the

context of informational saturation, informational noise. Along with the concept of cyber security, there is a cyber hygiene that allows you to maintain the cleanliness of content, reduces the risks of being online and ensures the protection of information at more global levels. As the analysis of the media genres of the educational media discourse in the sphere of informational ecology showed, teachers highly appreciate the risks that may arise due to non-compliance, which confirms the relevance and importance of studying this linguistic issue to ensure the protection of information and protection against information influence on media addresses in the modern educational media discourse.

## Conclusions

The high pace of development of the informational society has led to the formation of protection systems against information flows and their competent use. As a result of the study, the main genres of the educational media discourse were differentiated, which regulate labor and educational processes. They include the following varieties: analytical genres, case study genres, multimedia genres, discussion genres, didactic genres, explanatory genres, regulating genres, recommendation genres, popularizing genres.

Analysis of these genres made it possible to identify the main genre features of educational media discourse from the point of view of informational ecology, focusing on the protection of information and media addressee. The identified features include the following: 1) presentation of the results of studying the impact of information on the addressee and methods of protection; 2) illustration of the implementation of the information protection strategy in practical work; 3) discussion of current problems, modern trends in the field of informational security and best practices for information protection to exchange experience; 4) training on cyber security, media literacy, testing knowledge about security in the digital environment, raising awareness; 5) disclosure of the concept of informational security and ecology, formation of critical perception of information; 6) establishing rules for working with personal data to protect the media addressee; 7) recommendations on safe behavior on the Internet, focused on protecting the media recipient from manipulation and misinformation; 8) popularizing the basics of information security and drawing attention to current threats.

The existing requirements established by law make it possible to build environmentally friendly interaction of students with electronic tools in educational media discourse in the modern media space of digitalization, which allows strengthen health and preserving the performance of students in the process of forming professional competence. Many federal and local regulations reflect the state's interest in regulating students and future professionals in educational discourse to preserve and enhance their effectiveness and competitiveness.

Modern informational ecology is a promising direction for linguosemiotic and linguopragmatic study. Due to compliance with the conditions and requirements of informational ecology and cyber security, a comfortable ecosystem is being formed for life in the conditions of the fourth industrial revolution. It has been established that the regulation of this branch of activity in professional educational discourse in modern digital media space is currently supported by the genres of related discourses (pedagogical discourse, educational media discourse, legal discourse, medical discourse, political discourse, etc.), legislative acts and sanitary requirements that are adapted to modern educational conditions in the digital media environment and supplemented systematically.

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