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Соціокультурні та лінгводидактичні засади формування освітнього середовища ЗВО: реалії та виклики часу

Матеріали Всеукраїнської науково-практичної дистанційної конференції з міжнародною участю
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Соціокультурні та лінгводидактичні засади формування освітнього середовища ЗВО: реалії та виклики часу: Матеріали Всеукраїнської науково-практичної дистанційної конференції з міжнародною участю (28 лютого 2023р., м. Львів (28 лютого 2023р., м. Львів) / Національний університет «Львівська політехніка», за редакцією Вовк М.В., Левицької – Ревуцької О.Є. Львів, 2023. 113с.

Збірник містить матеріали Всеукраїнської науково-практичної дистанційної конференції з міжнародною участю «Соціокультурні та лінгводидактичні засади формування освітнього середовища ЗВО: реалії та виклики часу», на якій було порушено актуальні питання соціокультурних та лінгводидактичних засад формування освітнього середовища закладів вищої освіти, мовної підготовки в умовах гібридної та повномасштабної війни.

Для мовознавців, здобувачів вищої освіти, учителів та учнів закладів середньої освіти, широкого кола читачів.

Зміст

INTEGRATING INFORMATION & CYBER SECURITY INTO A LEARNING PROCESS PARTICIPANTS' CURRICULUM

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Current *security* environment has dramatically changed from the one we've been engaged in for the last 30 years and it requires new ways of thinking and new

ways of acting. In this regard, *education*, to be more precise, Higher Education Institutions (HEIs) have always been a core pillar of promoting a society's sustainable development through knowledge-drive actions; since at the times of global turmoil and russia's war against Ukraine, education involves every aspect of human life: culture, information, cybersecurity and media literacy, power, ideology, and authorities' impact (Bohatyrets, 2022).

Consequently, the objective of HEIs is to update and modernize education system by integrating various courses into curricula and, respectfully, developing effectively impactful programs, employing evidence-based solutions, to achieve this goal, the educational process must include the peculiarities of the sustainable development of a modern society, which is characterized by the multiplicity of languages, cultures, and texts circulating in the information space created by modern means of mass communication. It should be articulated that the commitment of educators are to facilitate students' advancement in the information society in general, and foster their media competency while developing their awareness in addressing cybersecurity challenges.

This research constitutes a relatively new area that has emerged from the rapid development of the media landscape, which continues to stratify and widen; that implies that information security needs to be upgraded considering up-to-date matters. The purpose of the problem under scrutiny is to raise awareness of the importance of integrating information and cyber security courses into learning participants' curriculum.

From this perspective, media literacy has a pivotal role in developing the ability to interact with media information flows in the global information space and in the present-day reality it has become one of the most required competencies for an expert to function successfully in the information environment. Media literacy intends to help students in developing an informed and critical understanding of the nature of mass media, its implemented techniques, and the impact of these techniques (Zhang, 2020). Since media literacy education is undeniably a significant skill and a core literacy; it should preferably be approached in both cross-curricular

and subject- specific manner.

Noteworthy, the problem of information and cyber security has become a top priority of the education system, the prerequisites of quality education raise the necessity for good and resilient security. During the risky times of cybersecurity vulnerabilities and deep fakes, we can witness a rise and the rise of disinformation actors using a range of deceitful tactics across the Internet – propaganda is one of the massive tools, which is used to entice society, and take control over the information flow. As we face new misleading schemes that escalate during the war in Ukraine, participants' curriculum access to unbiased resources became even more vital. Considering that in the early 21st century, there are media biases, fake news, and disinformation, it is crucial to withstand the adversities and learn how to counter them in the early stage (Banar, 2022). That is why security insights must be integrated into the existing information systems, rather than be treated separately (Irvine & Chin, 1999). Furthermore, the solution to this problem, according to the researchers, is feasible at the educational level – through the implementation of a media education course into the HEIs curricula. In this vein, Charles Border and Edd Holden have driven the further development of increasing awareness of information security in classrooms and disclosed that some students feel not enough security content is covered in their curriculum and think that it is irrelevant to collapse 'Multimedia Security' courses into one special class. Therefore, one of the most effective ways of tackling the problem of information security could be through a modern approach to education.

Remarkably, high-standard teacher training is required for the successful implementation of media literacy education. In this regard, teacher training on media literacy education is of uttermost importance to the advancement of media literacy education. Initial teacher training is an essential component of the system and must include both theoretical and practical skills, as well as a thorough understanding of young people's media usage. In times of rapid change, training must rely on institutional actions as well as self-training, with teaching aids tested and validated by both teachers and students (Zhang, 2020). Instruction approach emphasizes the

process of analysis, discussion, and the representation of ideas in verbal, visual, and graphic forms. Applying critical questions to stimulate students' active reading response is increasingly a common classroom practice, and this instructional strategy has been extended to include the texts of popular culture, including television, movies, and popular music (Alvermann, Moon, & Hagood, 1999).

Taking into consideration the perspective of the Faculty of History, Political Science and International Studies upgrading and further development, we dare to state that the Dept. of International Relations and Public Communications has already elaborated relevant tailor-made courses 'Information Security', 'Information Wars' and 'International Information/Cyber Security'. They are included into the training process as Bachelor's majors. During the classes IS (International Studies) students can anticipate and articulate positive and negative consequences, as well as more easily judge their likelihood, by cultivating an understanding of consequences and implications.

The broad implication of the present research is the paradigm of media literacy plays a key role in the digital era, when each person becomes an immediate recipient of mass information and is considerably influenced by the information bubble, respectively, the information space influences the formation of a person's environment, and is quite capable of influencing the global media network. Media literacy has gradually become an indispensable construct of pedagogy, since educators are challenged today by their prioritised task – to teach students autodidactic critical thinking and the ability to process, analyse the information received, using these skills in their everyday life, hence creating a safe information space for themselves. To recapitulate, gaining a present-day critically important skills such as knowing IT and network architecture; mapping out control management; undertaking a thorough system hardening; doing malware analysis, our information security professionals-to-be will master and practice their relevant skills to become an effective and agile cyberforce to protect and secure.

To boil down the conclusion, we claim that information and cyber security has become ever more important in the light of the media industry growth. We have

shown that there is a far-reaching correlation between integrating information and cyber security into learning process participants' curriculum, taking into account both external and internal factors, which will favourably influence both the educational process and navigating a person's worldview.

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