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Yurii Myronets,

Postgraduate Student, National Academy of Internal Affairs, 1, Solomianska square, Kyiv, Ukraine, postal code 03035, myronetsyurii@ukr.net

ORCID: orcid.org/0000-0001-8664-0133

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PRINCIPLES OF INFORMATION AND COMMUNICATION SUPPORT FOR EDUCATIONAL PROCESS IN UKRAINE

Abstract. Purpose. The purpose of the article is to reveal the principles of information and communication support for the educational process in Ukraine, relying on a comprehensive analysis of the theory of administrative and information law, systematisation of legal regulations and determination of practical activities of the actors involved in the educational process. **Results.** In the article, it is determined that the principles of information and communication support for the educational process in Ukraine are the fundamental provisions and ideas governing the basis of and trends in the regulating of administrative, information and communication relations in education, ensuring systematic and consistent legal provisions on the use of information and communication technologies in the educational process, and guaranteeing the exercise of educational and information rights and freedoms of participants in the educational process. **Conclusions.** It is concluded that the system of principles of information and communication support for the educational process in Ukraine is based on constitutional provisions and special legislation, which creates a solid legal basis for regulating the use of information and communication technologies in education. The principles of information and communication support for the educational process in Ukraine are primarily aimed at ensuring equal access to educational resources and technologies for all participants, regardless of their social, economic or physical capabilities. The system of principles of information and communication support for the educational process in Ukraine is not sustainable, as it should quickly adapt to changing conditions and individual needs of participants in the educational process. An integral part of the system of principles of information and communication support for the educational process is data security, as it is now important to ensure a high level of protection of information and personal data of participants in the educational process, which is crucial in the modern information society.

Key words: state information policy, information support, information society, information, coordination, mechanism, education, procedures, actors, technologies.

1. Introduction

In the modern world, information and communication technologies (ICTs) become an integral part of the educational process. While the digitalisation of education opens up new opportunities for access to knowledge, interactive learning and collaboration, it should also be clearly regulated and guided by appropriate principles to ensure the effective use of ICT. The COVID-19 pandemic has highlighted the importance of distance learning and the use of ICTs in ensuring the continuity of the educational process.

In the context of rapid technological development, it is important to ensure equal access to educational resources for all participants in the process, regardless of their place of residence, social status or physical abilities. The

growing use of ICTs in education is accompanied by increased cybersecurity risks and the threat of losing confidential information. Accordingly, the study of the principles of information and communication support enables the development of effective measures to protect data and information security of the participants in the educational process.

Leading scholars in the field of administrative and information law have focused on the issues of information and communication support for the educational process in Ukraine: I.V. Aristova, O.M. Bandurka, K.I. Bieliakov, O.V. Dzhafarova, O.Yu. Drozd, T.O. Kolomoiets, V.K. Kolpakov, A.T. Komziuk, V.I. Olefir, I.V. Panova, S.O. Shatrava, and others.

With due respect to the achievements of scholars, a new approach is now needed to

form the theoretical basis and practical implementation of the updated model of information and communication support for the educational process in Ukraine from the perspective of administrative and information law.

However, the current problems of optimising the use of resources and providing quality services at the local level in Ukraine underline the relevance of research in the field of amalgamated territorial communities.

The purpose of the article is to reveal the principles of information and communication support for the educational process in Ukraine, relying on a comprehensive analysis of the theory of administrative and information law, systematisation of legal regulations and determination of practical activities of the actors involved in the educational process.

2. General approaches to defining principles

In scientific and educational literature, principles are characterised as the most general requirements for social relations and participants thereof, as well as the initial guiding principles, starting points that convey the essence of law and derive from the ideas of justice and freedom, determine the general direction and most essential features of the current legal system (Tsvik, Petryshyn, Avramenko, 2009, pp. 197–198).

The concept of "principle" in Latin means "beginning", "primary basis", "primacy". Since ancient times, the principle has been considered the foundation of any social system (including the legal system), the requirements thereof applying to all phenomena that belong to this system. The principles do not formulate specific rights and obligations and are not always backed by specific legislative sanctions, but the nature of the state itself (democratic, totalitarian, etc.) can largely determine the principles on which the legal order is based (Tsvik, Petryshyn, Avramenko, 2009, pp. 197–198).

The leading role of principles is ensured by their direct or indirect enshrining in legal provisions. Principles that are not enshrined in legal provisions are ideas of law and belong to the sphere of legal consciousness. These ideas-principles precede the creation of a system of law. Principles of law may be explicitly stated in legislation or may be derived from its general meaning. Although in most cases the principles are directly enshrined in preambles and general articles of legal regulations, it is necessary to develop and specify them in separate rules of conduct. Moreover, the principles become a guideline for law-making and law enforcement activities of state bodies, an indisputable requirement for such activities (Tsvik, Petryshyn, Avramenko, 2009, pp. 197–198).

If the scope is narrowed down to information law, for example, I.V. Panova understands the principles of information law as fundamental (basic) ideas, provisions, requirements that characterise the content of information law, reflect the laws of its development and determine the directions and mechanisms of regulating social relations in the information sector. The principles of information law of Ukraine are based on the provisions of the main constitutional provisions that enshrine information rights and freedoms, guarantee their exercise, as well as on the specific features and legal properties of information as an object of legal relations (Panova, 2009, pp. 41–48).

According to T. Katkova, the principles of information law are the rules and ideas enshrined in the legal provisions governing information relations which define the essence and content of information law, make its rules and institutions systemic, and enable consideration of the integrity of the mechanism of regulating information relations in society. Principles and provisions are closely interconnected, as evidenced by the fact that principles are necessarily reflected in legal provisions, which in turn shall be consistent with legal principles (Katkova, 2019).

Therefore, we argue that the principles of information and communication support for the educational process in Ukraine are the fundamental provisions and ideas governing the basis of and trends in the regulating of administrative, information and communication relations in the field of education, ensuring systematic and consistent legal provisions on the use of information and communication technologies in the educational process, and guaranteeing the exercise of educational and information rights and freedoms of participants in the educational process.

The principles of information and communication support for the educational process in Ukraine are based on constitutional provisions, allow for the peculiarities of information as an object of legal relations and the specifics of the subjects of the educational process, and are aimed at creating an effective, transparent and accessible educational environment through information and communication technologies.

3. Legal and regulatory framework for the educational process in Ukraine

Article 6 of the Law of Ukraine "On Education" stipulates that the principles of public policy on education and the principles of educational activity are: human centredness; rule of law; ensuring the quality of education and the quality of educational activity; ensuring equal access to education without discrim-

ination on any grounds, including disability; development of an inclusive educational environment, including in educational institutions that are most accessible and close to the place of residence of persons with special educational needs; ensuring universal design and reasonable accommodation; scientific nature of education; diversity of education; integrity and continuity of the education system; transparency and publicity of making and implementing management decisions; responsibility and accountability of educational authorities and educational institutions, other actors of education to the society; institutional separation of control (supervision) functions and functions of ensuring the activities of educational institutions; integration with the labour market; inseparable connection with world and national history, culture, national traditions; freedom to choose the types, forms and pace of education, educational programme, educational institution, other actors of education; academic integrity; academic freedom; financial, academic, personnel and organisational autonomy of educational institutions within the limits established by law; humanism; democracy; unity of education, upbringing and development; formation of patriotism, respect for the cultural values of the Ukrainian people, its historical and cultural heritage and traditions; formation of a conscious need to comply with the Constitution and laws of Ukraine, intolerance of their violation; formation of respect for human rights and freedoms, intolerance of humiliation of honour and dignity, physical or psychological violence, as well as discrimination on any grounds; formation of a conscious need to observe the Constitution and Laws of Ukraine, intolerance to their violation; formation of the civic culture and culture of democracy; formation of the culture of healthy lifestyles, environmental culture and caring attitude to the environment; non-interference by political parties into the educational process; non-interference by religious organisations into the educational process (except for instances established by this Law); versatility and balance of information on political, world-view and religious issues; public-social governance; public-social partnership; public-private partnership; promoting life-long learning; integration into the international educational and scientific space; intolerance to corruption and bribery; affordability of all forms and types of educational services offered by the State for every citizen. Education in Ukraine should be built on the principle of equal opportunities for all (Law of Ukraine On Education, 2017).

This system of principles is very voluminous and does not apply to the process of information and communication support.

In the course of the analysis of legal regulations, V. Savishchenko concludes that the principles of education can be classified according to three criteria: pedagogical, socio-political and axiological. The pedagogical criterion is determined by the level of knowledge of the regularities of the processes of education and upbringing; the socio-political criterion is determined by the level and direction of development of society, public policy on education; the axiological criterion is determined by the priority moral and ethical values (Savishchenko, 2016, pp. 127–130). Comparison of the principles of education of the current legislation with the developed principles of didactics has enabled the scientist to argue that the legal regulations do not reflect all the principles that meet the current level of pedagogical science and the needs of society and the state. These are the principles of: pedagogical emphasis, systematicity and consistency, consciousness, encouragement, accessibility, continuity of education, diversity of education, strength, cooperation, competence, public awareness, freedom and pluralism, and the priority of education in the life of society and the country. The implementation of educational ideals and principles involves the creation of socially accepted rules of conduct and their regulatory and legal framework through relevant regulations. Each principle of education is based on the complement of the previous one, and they all exist effectively only in interaction and absolute integrity. Failure to respect individual principles of education can lead to its destruction (Savishchenko, 2016, pp. 127–130).

According to T. Maiboroda, the basic and specific principles typical for state regulation in general and the education sector ensure the following: efficiency, which implies the provision of quality educational services and obtaining the final economic effect as a result of state intervention in the form of positive socio-economic externalities; fairness, which implies that the state ensures equal conditions of education and access to it for different social categories of citizens (i.e., an inclusive environment without any signs of discrimination on the basis of humanism and democracy); – stability at the macro and micro levels, which is manifested in ensuring sustainable development of society and the state, establishing cross-sectoral partnerships and integration; systematicity, i.e. the use of comprehensive state regulatory tools, with due regard for the impact on other areas of economic activity (including the labour market); adequacy, which is manifested in monitoring and assessing the feasibility of individual measures and actions by the state and adjusting them in accordance with the environment; opti-

mality, i.e. the balanced use of administrative and economic measures of direct and indirect influence; gradual and phased implementation of state regulatory measures and possible changes (Maiboroda, 2019, pp. 54–55).

With the consideration of the special legislation and the perspectives of scientists, we believe that the system of principles of information and communication support for the educational process in Ukraine is based on the following principles

- accessibility;
- continuity of learning;
- interactivity;
- adaptability;
- innovation;
- security;
- transparency;
- integration;
- personalisation;
- cooperation;
- environmental friendliness;
- legal compliance.

4. Conclusions

In general, the system of principles of information and communication support for the educational process in Ukraine is based on constitutional provisions and special legislation, which creates a solid legal basis for regulating the use of information and communication technologies in education. The principles of information and communication support for the educational process in Ukraine are primarily aimed at ensuring equal access to educational resources and technologies for all participants, regardless of their social, economic or physical capabilities. The system of principles of information and communication support for the educational process in Ukraine is not sus-

tainable, as it should quickly adapt to changing conditions and individual needs of participants in the educational process. An integral part of the system of principles of information and communication support for the educational process is data security, as it is now important to ensure a high level of protection of information and personal data of participants in the educational process, which is crucial in the modern information society.

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Юрій Миронець,

аспірант, Національна академія внутрішніх справ, площа Солом'янська, 1, Київ, Україна, індекс 03035, myronetsyurii@ukr.net

ORCID: orcid.org/0000-0001-8664-0133

ПРИНЦИПИ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНОГО ЗАБЕЗПЕЧЕННЯ ОСВІТНЬОГО ПРОЦЕСУ В УКРАЇНІ

Анотація. *Мета* статті полягає в тому, щоб на основі комплексного аналізу теорії адміністративного та інформаційного права, систематизації нормативно-правових актів, та визначення практичної діяльності суб'єктів освітнього процесу, розкрити принципи інформаційно-комунікаційного забезпечення освітнього процесу в Україні. *Результати.* У статті визначено, що принципи інформаційно-комунікаційного забезпечення освітнього процесу в Україні – це фундаментальні положення та ідеї, що визначають основи та напрямки регулювання адміністративних, інформаційних та комунікаційних відносин у сфері освіти, забезпечують системність та узгодженість правових норм, що регулюють використання інформаційно-комунікаційних технологій в освітньому процесі, та гарантують реалізацію освітніх та інформаційних прав та свобод учасників освітнього процесу. *Висновки.* Зроблено висновок, що система принципів інформаційно-комунікаційного забезпечення освітнього процесу в Україні базується на конституційних положеннях та спеціальному зако-

нодавстві, що створює міцний правовий фундамент для регулювання використання інформаційно-комунікаційних технологій в освіті. Принципи інформаційно-комунікаційного забезпечення освітнього процесу в Україні, в першу чергу, спрямовані на забезпечення рівного доступу до освітніх ресурсів та технологій для всіх учасників, незалежно від їхніх соціальних, економічних чи фізичних можливостей. Система принципів інформаційно-комунікаційного забезпечення освітнього процесу в Україні не є сталою, адже повинна швидко адаптуватися до змінних умов та індивідуальних потреб учасників освітнього процесу. Невід'ємною складовою системи принципів інформаційно-комунікаційного забезпечення освітнього процесу є безпека даних, адже нині важливо забезпечити високий рівень захисту інформації та особистих даних учасників освітнього процесу, що є критично важливим в умовах сучасного інформаційного суспільства.

Ключові слова: державна інформаційна політика, інформаційне забезпечення, інформаційне суспільство, інформація, координація, механізм, освіта, процедури, суб'єкти, технології.

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