

УДК 378.015.31:[177:004](477:4)

<https://doi.org/10.31652/2415-7872-2023-76-65-71>

СВІТЛАНА КІЗИМ

<https://orcid.org/0000-0003-1451-3950>
skizim2012@gmail.com

кандидат педагогічних наук, доцент,
доцент кафедри інноваційних та інформаційних
технологій в освіті Вінницького державного
педагогічного університету імені Михайла
Коцюбинського

вул. Острозького, 32, м. Вінниця

ОЛЕСЯ ЖОВНИЧ

<https://orcid.org/0000-0001-6430-7341>
olesiazhovnych@gmail.com

кандидат педагогічних наук, доцент,
доцент кафедри методики навчання іноземних мов
Вінницького державного педагогічного університету
імені Михайла Коцюбинського
вул. Острозького, 32, м. Вінниця

ЛАРИСА КУЦАК

<https://orcid.org/0000-0002-3961-4021>
larisakucak@gmail.com

кандидат педагогічних наук, доцент,
доцент кафедри інноваційних та інформаційних
технологій в освіті
Вінницького державного педагогічного університету
імені Михайла Коцюбинського
вул. Острозького, 32, м. Вінниця

ОКСАНА ВОЛОШИНА

<https://orcid.org/0000-0002-9977-7682>
woloshina5555@gmail.com

кандидат педагогічних наук, доцент,
доцент кафедри педагогіки, професійної освіти та
управління освітніми закладами Вінницького
державного педагогічного університету імені
Михайла Коцюбинського
вул. Острозького, 32, м. Вінниця

СВІТЛАНА ЛЮЛЬЧАК

<https://orcid.org/0000-0001-8437-4226>
svitlanal2016@gmail.com

кандидат педагогічних наук, доцент,
доцент кафедри інноваційних та інформаційних
технологій в освіті
Вінницького державного педагогічного університету
імені Михайла Коцюбинського
вул. Острозького, 32, м. Вінниця

ВОЛОДИМИР УМАНЕЦЬ

<https://orcid.org/0000-0002-7237-4955>
umkavin@gmail.com

кандидат педагогічних наук, доцент,
доцент кафедри інноваційних та інформаційних
технологій в освіті
Вінницького державного педагогічного університету
імені Михайла Коцюбинського
вул. Острозького, 32, м. Вінниця

ФОРМУВАННЯ ЦИФРОВОГО ЕТИКЕТУ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ УСПІШНОСТІ МАЙБУТНІХ ПЕДАГОГІВ: ЄВРОПЕЙСЬКИЙ ВИМІР

У статті представлено Європейський досвід формування цифрового етикету майбутніх учителів з метою його імплементації в сучасний освітній простір українських закладів вищої освіти. Визначено особливості цифрового етикету як ключового фактору успішного спілкування у мережі. Охарактеризовано комунікативну цінність цифрового етикету та його функціональні особливості. З урахуванням зарубіжного досвіду окреслено напрями розвитку цифрового етикету педагогів, які передбачають: актуалізацію знань з основних питань комунікативної складової професійної діяльності вчителя; визначення специфіки спілкування у віртуальному середовищі та засвоєння правил цифрового етикету; методики представлення інформації, цифрові платформи, на яких відбувається освітній процес. Розкриті вектори роботи з формування цифрового етикету майбутніх учителів у Вінницькому державному педагогічному університеті імені Михайла Коцюбинського: знання про комунікативну складову професійної діяльності педагога, розробка основних правил спілкування у віртуальному середовищі. Практичні аспекти європейського досвіду формування цифрового етикету майбутніх учителів апробовано у рамках виконання проекту Еразмус + «Трансформація системи формування цифрової компетентності педагога: інноваційні європейські практики» (Project: 101085799 – TSDigComp – ERASMUS-JMO-2022-HEI-TCH-RSCH).

Ключові слова: цифровий етикет, віртуальне середовище, цифрові платформи, етичні дилеми.

SVITLANA KIZIM

<https://orcid.org/0000-0003-1451-3950>
skizim2012@gmail.com

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department
of Innovative and Information Technologies in
Education Vinnytsia Mykhailo Kotsiubynskyi State
Pedagogical University
St. Ostrozhkogo, 32, Vinnytsia

OKSANA VOLOSHYNA

<https://orcid.org/0000-0002-9977-7682>
woloshina5555@gmail.com

Candidate of Pedagogic Sciences,
Associate Professor at the Department of Pedagogy,
Vocational Education and Educational Institutions'
Management Vinnytsia Mykhailo Kotsiubynskyi State
Pedagogical University
St. Ostrozhkogo, 32, Vinnytsia

OLESIA ZHOVNYCH

<https://orcid.org/0000-0001-6430-7341>
olesiazhovnych@gmail.com

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department of Teaching
Methods of Foreign Languages
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical
University
St. Ostrozhkogo, 32, Vinnytsia

LARYSA KUTSAK

<https://orcid.org/0000-0002-3961-4021>
larisakucak@gmail.com

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department
of Innovative and Information Technologies in
Education Vinnytsia Mykhailo Kotsiubynskyi State
Pedagogical University
St. Ostrozhkogo, 32, Vinnytsia

SVITLANA LIULCHAK

<https://orcid.org/0000-0001-8437-4226>
svitlanal2016@gmail.com

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department
of Innovative and Information Technologies in
Education
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical
University
St. Ostrozhkogo, 32, Vinnytsia

VLADIMIR UMANETS

<https://orcid.org/0000-0002-7237-4955>
umkavin@gmail.com

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department of Innovative
and Information Technologies in Education Vinnytsia
Mykhailo Kotsiubynskyi State Pedagogical University
St. Ostrozhkogo, 32, Vinnytsia

**FORMATION OF DIGITAL ETIQUETTE AS A COMPONENT OF PROFESSIONAL SUCCESSES
OF FUTURE TEACHERS: THE EUROPEAN DIMENSION**

The article presents the European experience of forming the digital etiquette of future teachers with the aim of its implementation in the modern educational space of Ukrainian institutions of higher education. Features of digital etiquette as a key factor of successful communication in the network are determined. The communicative value of digital etiquette and its functional features are characterized. Taking into account foreign experience, directions for the development of the digital etiquette of teachers are outlined. The practical aspects of the European experience of forming the digital etiquette of future teachers were tested within the framework of the Erasmus + project "Transformation of the system of forming the digital competence of the teacher: innovative European practices" (Project: 101085799 - TSDigComp - ERASMUS-JMO-2022-HEI-TCH-RSCH). Examples of ethical dilemmas that arise in the educational online space are given.

Key words: digital etiquette, virtual environment, digital platforms, ethical dilemmas.

In the conditions of the rapid development of technologies and the use of opportunities of digital means of learning in all areas of human activity, the issue of digital etiquette becomes especially relevant. The European dimension indicates the importance of harmonization of digital etiquette standards in education at the level of the European Union countries and other European initiatives. The modern media space needs the transformation of a global information and educational cluster, which includes both the resources of educational institutions and other sources. The active implementation of information technologies in the educational process changes the educational paradigm, because the formation of ICT competence of all pedagogical workers is important. Under such conditions, future teachers must be ready for the challenges of the digital age, taking into account ethical aspects.

So, today educators cannot limit their communication with students only in the classroom. A teacher who wants to keep up with the times needs to be a member of the youth social environment, which will provide a better understanding of the views, behavior, and interests of student youth. In particular, it is not only about distance learning, which is indispensable in the conditions of the pandemic and the military invasion of Russia on the territory of Ukraine, but also about the opportunities that open up in the process of communication with students in social networks, with the help of which it is also possible to form the educational competencies of student youth. Today, the global network is becoming a resource and a social information environment within which new pedagogical tasks are solved and new forms of educational activity are implemented.

In the documents that declare the basic requirements for a modern teacher (Pedagogical Constitution of Europe, 2013, New Ukrainian school: conceptual principles of secondary school reform, 2016, professional standard for the professions "Teacher of elementary classes of a general secondary education institution", "Teacher of a general secondary institution of Education", "Primary Education Teacher (with a Junior Specialist Diploma)" (2020) states that one of the main competencies of a modern teacher is information and digital competence. The project "Strategies for Digital Transformation of Education and Science" became a fundamental document in the field of education (2021), the purpose of which is to create conditions for the systematic improvement of quality and expansion of opportunities for continuous education for all categories of citizens due to the development of the Ukrainian digital educational space.

Scientists N. Bakhmat, R. Gurevich [2], A. Gurzhi [3], M. Kademiya, O. Karabin [4], L. Kartashova [5], S. Kizim, L. Kutsak, S. Lyulchak [6], A. Kolomiets, V. Kobysya [7], O. Kolgatin [8], L. Kolgatina, V. Lapinskyi,

L. Petukhova [10], I. Plish, L. Spirin [11], L. Shevchenko. For us, the foreign experience of teacher training in the conditions of digitalization of education is interesting (M. Bakardjieva [12], R. Campbell, Feenberg, B. Hui [18], K. Matlock [19], A. Rosenberg [24], C. Sofka [26], L. Sutton [27]).

Modern scientists deeply explore the possibilities of educational social networks, participate in the development of educational disciplines, courses, and webinars. The analysis of scientific publications and regulatory documents gives reasons to claim that the problem of using the possibilities of social networks in education is quite relevant.

In our opinion, the ethical aspects of the digital educational environment are not sufficiently covered in the scientific and methodological literature.

The purpose of the article is to study the foreign experience of forming the digital etiquette of future teachers with the aim of its implementation in the modern educational space.

For the first time, the concept of network etiquette as a set of rules of behavior on the network arose in the scientific discourse in the 90s of the last century, the era of Web 1.0, at the initial stage of the development of the global network. Another name for this concept is the neologism Netiquette, or netiquette (from English "Network" and French "Etiquette"), which was formed on the basis of the "Blogger's Code of Conduct" (T. O'Reilly, J. Wales, 2007), which was a set of rules of network behavior of ethical orientation 1 [5].

In the era of Web 4.0, network etiquette was replaced by a broader concept - digital etiquette, the phenomenon of which is devoted to numerous studies by modern scientists. Digital etiquette is traditionally perceived as a component of digital literacy along with eight elements of behavior: "communication", "education", "access" (to information, etc.), "responsibility", "law", "rights", "safety", "security" [11, s. 13]

A. Bradshaw notes that the 2019-2020 period is characterized by both the emergence of a vaccine against COVID-19 and a new coronavirus culture. The author describes the emergence of new social roles and forms of communication between people, considers new rules of ethics and business communication, the emergence of which is connected with communication in social networks and the Internet. The scientist defines "digital etiquette" as a system of norms and rules of communication in a social network. For example, he notes such features of digital etiquette as "raised hand", chat messages, etc. The author also considers the problems of people's employment, changes in the professional sphere. The sociologist emphasizes that the new coronavirus culture has led to changes in many areas of people's lives, including in the field of communication [15].

Therefore, digital etiquette, netiquette, or network etiquette aimed at the formation and systematization of professional, ethical standards of behavior in the Internet, which are popularized and implemented by certain communities; these standards become the basis of modern information culture [13; 22].

Digital etiquette is one of the key factors in successful online communication. It is aimed at identifying "rules for social communication in the process of excessive access to digital devices" [11, s. 145), avoiding "conflicts between one's own well-being and other social values associated with the use of digital media" [16, s. 165]. As a result, digital etiquette regulates and guarantees a comfortable coexistence of users in the network, as it promotes informative, rational and safe behavior on the Internet, regardless of the user's social status [1, S. 129]. Therefore, digital etiquette helps to "respond to the opportunities and challenges of the Internet space quickly, flexibly, non-standardly" [28, s. 127].

In addition to views about the undeniable communicative value of digital etiquette, there is another approach focused on its function of revealing social differences. The importance of digital etiquette is also discussed on the example of interpersonal relationships, in particular, the online behavior of married couples [5], the mechanism for exchanging information about various emotionally charged events, etc. [13].

We share the opinion that the observance of digital etiquette contributes to the regulation of online communication, the elimination of inequality in communication: the probability of successful socialization and better integration into the online environment increases.

There is also an opinion that digital etiquette cannot be considered a form of etiquette, since it is not possible to differentiate the participants of communication from the position of their social hierarchy. Therefore, in accordance with the principle of mutual respect of the participants of online communication, attention is focused on the communicative and integrative function of digital etiquette [25].

Therefore, we believe that it is possible to consider etiquette in general and digital etiquette in particular as independent phenomena characteristic of modern communication. Digital etiquette is defined as a way of navigating through cyberspace [14].

Today, young people are not only creators of information on the Internet, but also consumers, full participants in digital communication, so we believe that for an effective presence in the digital environment. it is important for the younger generation to develop digital etiquette skills.

For the first time, the rules of behavior on the Internet were formulated by Virginia Shea in the work "Netiquette", which was published in 1994. It presents ten commandments on how to behave in cyberspace, namely:

- remember that you are communicating with a person, not a computer, think that you can offend him;
- follow the same rules and standards of behavior that you follow in real life;
- take into account where exactly you are in cyberspace: netiquette changes on different platforms;
- respect other people's time and traffic: do not force anyone to waste it;
- take care of how you "look": write correctly, be polite;
- share your experience and knowledge;
- keep conflict situations under control;
- respect other people's private life and do not read other people's correspondence;
- do not abuse your power;
- forgive people's mistakes: once you too were a beginner [14].

The rules are formulated concretely, they indicate the need to observe the traditional rules of language etiquette in the network, the laws of cyberspace (such as respect for other people's privacy, for private cyber cultures, providing assistance in accessing information). Thus, these rules of network etiquette are more suggestive than mandatory and depend, first of all, on the moral position of the user.

Cyberspace has changed a lot over the past nearly thirty years, but Virginia Shea's precepts still hold true. The most important thing that has happened over the years is that Internet users are no longer anonymous and can create their own virtual image. This affected the behavior of users in the network and the perception of politeness.

The analysis of foreign literature made it possible to identify directions for the development of the digital etiquette of teachers, which is the basis of their readiness to share knowledge in a virtual environment. We singled out the main directions, which include: updating knowledge on the main issues of the communicative component of the teacher's professional activity; determining the specifics of communication in a virtual environment and mastering the rules of digital etiquette; mastering the method of knowledge exchange by teachers, studying digital platforms on which professional communication takes place.

So, the first direction of work with future teachers involves obtaining knowledge about the communicative component of the teacher's professional activity, namely: professional and communicative characteristics. Popularization of scientific psychological and pedagogical knowledge among teachers is especially important today. Working with different categories of schoolchildren requires updating not only the content of the discipline being taught, but also updating psychological and pedagogical knowledge. In addition, teachers must clearly know the rules of applying language norms, the basic ethical principles of professional activity and pedagogical relations.

In this aspect, it is important to clearly know the main types of business communication, language functions, types of language and different aspects of communication. During training, it is advisable to simulate pedagogical situations in which future teachers build the communication process in different conditions. It is also advisable to familiarize yourself with the main barriers in communication, which can provoke misunderstandings and even conflicts; discuss the features of presenting information in social networks. In other words, this direction involves the development of universal communicative norms, which are important in pedagogical interaction in various forms of communication.

The next area of work is the development of the basic rules of communication in a virtual environment. Here it is necessary to determine the specifics of communication in the virtual space, its difference from offline communication. It is necessary for those seeking education to think about the problem of "Pedagogical communication in a virtual environment: its opportunities and risks." In this context, it is advisable to clarify the meaning of the concept of "digital etiquette", to consider its various aspects: technical, communicative, regulatory and ethical. It is important for future teachers to prove that digital etiquette is expressed in three aspects: direct communication in the network (using various services), the culture of using gadgets and self-presentation in the network

It is necessary to determine which digital networks are used for the educational process. Attention should be paid to the main mistakes that teachers make in virtual communication with students, parents, and colleagues. It is also necessary to analyze the methods of self-presentation of teachers in social networks, to discuss when ethical principles of teacher behavior have been violated.

The analysis of the literature led us to think about the ethical dilemmas of a teacher's behavior in social media. There are many situations that you need to analyze and give your own answer, taking into account the professional context. We will give examples of some such ethical dilemmas that arise in the educational online space.

Respect for the dignity of another person, mandatory obtaining of consent for the use of information from private networks. (Does a teacher have the right to use or publish learners' texts from social networks for classroom discussion? Can teachers really use access to students' virtual pages on their social media for educational purposes?) Rosenberg believes: what is available on the Internet, and what group members perceive may differ significantly [24]. For example, if a student posts a video on YouTube for friends, they

may not always agree to have that video shown in the classroom. Bakardijeva and Feenberg give an example when online communication content is used without permission [12]. The comments that teachers make to accompany the use of social media in the classroom can be quite different from the comments that are posted on social media. Teachers should analyze whether it is ethical to appeal to students, posts from social networks, which are used in the process of learning in the classroom.

Privacy (Should teachers encourage students to make public statements about educational issues on social networks?) When teachers ask students to write or comment on social media, they are essentially pushing them to speak on an official or semi-official level. Teachers do not always reflect on the ethics of whether this practice is safe for the students themselves. How can students be assured that their online conversations, posts, personal data will be limited only to the context of the group? The peculiarity of social media is that the created profile can be stored for a long time. The International Council on Human Rights Policy notes that "today a "private person" is a public person..." [17, s. 65].

Boundary (Is the teacher ready to reveal his own social networks during the learning process?) Forms of communication and activity on the Internet are very diverse, they have common properties, namely: invisibility of the subject of communication, anonymity, almost no regulation of behavior, various mass media, activities and methods of self-presentation [1].

The problem of violation of confidential information of both parties is relevant. Details of the personal life, biography, interests, information about the social environment of the communication participants can also affect the teacher's reputation. A page in a social network is the "face" of a person on the Internet, a way of self-presentation in different groups of users - from friends and relatives to colleagues and casual acquaintances. Videos, photos, a list of "friends" can tell a lot about a person.

During communication on the Internet, a situation may arise when not enough attention is paid to the social roles of interlocutors. The "teaching partner" falls into the "friend zone" field, which gives the right to set "favorites", leave comments and allow yourself a little more than in face-to-face communication. Teachers should pay attention to this in the process of active communication with students in social networks.

Therefore, a dilemma arises when established norms of behavior are implemented in new conditions that require a review of the boundaries between personal and professional, between rest and work. Teachers should consider what the consequences of communication in social networks may be.

The analysis of the literature allowed us to draw a conclusion about the importance of the method of knowledge exchange between teachers, about the means of organizing professional communication aimed at sharing one's own professional experience. Knowledge exchange activates the subjective aspect of communication, gives it a professional character, and is useful for the professional growth of teachers. It is appropriate to consider various digital platforms on which the exchange of knowledge between teachers takes place, on which educational webinars, conferences, professional forums, and discussion platforms take place. It is also advisable to work out the requirements for texts that are sent to chats.

Therefore, the transition to mass online education has increased the importance of the problem of human interaction in the network, mastering the rules of behavior in cyberspace. It must be taken into account that the virtual space is an extremely dynamic system that requires both updating the rules of conduct and maintaining general ethical norms when communicating in the online environment

The educational process in the digital format obliges teachers to demonstrate a high level of competence in communication in the Internet space and to be an example to follow. In the conditions of new realities, communication in the network takes place as direct communication in the network, use of e-mail and messengers.

The analysis of the scientific literature shows that the problems of potential opportunities and risks of pedagogical communication in the virtual environment are investigated. Scientists emphasize the importance of forming a culture of communication in the era of digitization of education. It is advisable to direct the work in the process of training future teachers to the formation of the communicative component of the future teacher's professional activity; determining the specifics of communication in a virtual environment and studying the rules of digital etiquette.

Література

1. Волошина О.В. Роль моральних відносин між учителем і учнями в навчально-виховному процесі. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія: Педагогіка і психологія.* 2014. Випуск 41. С. 66-70.
2. Гуревич Р. С., Кадемія М.Ю., Шевченко Л.С. Інформаційні технології навчання: інноваційний підхід: навчальний посібник. Вінниця: ТОВ фірма «Планер», 2012. 348 с.
3. Гуржій А.М., Лапінський В.В. Електронні освітні ресурси як основа сучасного навчального середовища загальноосвітніх навчальних закладів. *Інформаційні технології в освіті.* 2013. №15. С. 30- 37.
4. Карабін О. Й. Формування готовності майбутніх учителів гуманітарних дисциплін до роботи в інформаційному середовищі: дис. ... канд. пед. наук: 13.00.04 Теорія і методика професійної освіти. Тернопіль, 2013. 274 с.

5. Карташова Л. А., Пліш І. В., Бахмат Н. В. Розвиток цифрової компетентності педагога в інформаційно-освітньому середовищі закладу загальної середньої освіти. *Інформаційні технології і засоби навчання*. 2018. Т. 68. № 6. URL: <https://journal.iitta.gov.ua/index.php/itlt/article/view/2543/1423>
6. Кізім С. С., Куцак Л. В., Люльчак С. Ю. Інтенсифікація професійної підготовки педагогів у закладах вищої освіти засобами мережових технологій. *Збірник наукових праць «Педагогічні науки»*. Херсон : Вид-во «Видавничий дім «Гельветика», 2017. Вип. LXXX, Т.3. С. 254 – 259.
7. Коломієць, А. М., Кобися В.М. Впровадження елементів STEM-освіти у процес підготовки майбутніх педагогічних працівників. *Сучасні інформаційні технології та інноваційні методики навчання: досвід, тенденції, перспективи*. Збірник тез за матеріалами Всеукраїнської науково-практичної Інтернет-конференції з міжнародною участю (м. Тернопіль, 9 – 10 листопада, 2017). Тернопіль: Осадца Ю. В., 2017. № 1. С. 49–53.
8. Колгатін О. Г., Колгатіна Л. Г. Навчання майбутніх учителів застосуванню інформаційних технологій в психолого-педагогічних дослідженнях. *Засоби навчальної та науково-дослідної роботи*. 2012. Вип. 39. С. 81-86.
9. Особистісно-професійний розвиток майбутнього вчителя : монографія / О. В. Акімова, В. М. Галузяк [та ін.]. Вінниця : Нілан, 2014. 416 с.
10. Петухова Л.Є. Інформатична компетентність майбутнього фахівця як педагогічна проблема. *Комп'ютер у школі та сім'ї*. 2008. №6. С. 3-5.
11. Спірін О. М. Інформаційно-комунікаційні та інформатичні компетентності як компоненти системи професійно-спеціалізованих компетентностей вчителя інформатики. *Інформаційні технології і засоби навчання*. 2009. № 5(13). URL: <http://www.ime.edu-ua.net/em.html>.
12. Bakardjieva M., Feenberg A. Involving the virtual subject. *Ethics and Information Technology*. 2000. №2. С. 233–240.
13. DeJong, S. Netiquette. Blogs and Tweets, Texting and Friending Social Media and Online Professionalism in Health Care Book. Academic Press. Elsevier, 2014. S. 115.
14. Dmitrenko N.Ye., Voloshyna O.V., Kizim S.S., Mnyshenko K.V., Nahorniak S.V. Smart education in the prospective teachers' training. CEUR Workshop Proceedingsthis link is disabled. 2023. 3364. Pp. 38–53 URL: <https://ceur-ws.org/Vol-3364/paper16.pdf>
15. Dmitrenko, N., Voloshyna, O., Melnychuk, T., Holovska, I., Dutka, H. Case Method in Quasi-Professional Training of Prospective Teachers. *Independent Journal of Management & Production*. 2022. 13(3). Special Edition ISE, 1-17.
16. Gui M., Fasoli M., Carradore R. «Digital Well-Being». Developing a New Theoretical Tool For Media Literacy Research. *Italian Journal of Sociology of Education*. 2019. Vol. 9. № 1. S. 165.
17. Helsper E., Whitty M. Netiquette within married couples: agreement about acceptable online behavior and surveillance between partners. *Computers in Human Behavior*. 2010. Vol. 26, № 5. S. 916-926.
18. Hui B., Campbell R. Discrepancy between Learning and Practicing Digital Citizenship *Journal of Academic Ethics*. 2018. Vol. 16. № 11. S. 117-120.
19. Matlock K. *Digital Anthropology. Share This Too. More Social Media Solutions for PR Professionals*. New York: John Wiley & Sons, Incorporated, 2013. S. 47.
20. Mayer-Schonberger, V. *Delete: The Virtue of Forgetting in the Digital Age*. Prince-ton, New Jersey: Princeton University Press, 2009.
21. Montag, C., Diefenbach, S. Towards Homo Digitalis: Important Research Issues for Psychology and the Neurosciences at the Dawn of the Internet of Things and the Digital Society. *Sustainability*. 2010. Vol. 10, № 2. S. 415.
22. Preece, J. Etiquette online: from nice to necessary *Communications of the ACM*. 2004. Vol. 47, № 4. - S. 56-58.
23. Ribble, M., Bailey, G. Digital Citizenship. Focus Questions For Implementation *Learning & Leading with Technology*. 2004. Vol. 32, № 2. -S.13.
24. Rosenberg, A. Applying the «contextual integrity» model of privacy to personal blogs in the blogosphere. *International Journal of Internet Research Ethics*. 2010. 3(1). P. 38–47.
25. Scheuermann, L., Taylor, G. Netiquette. *Internet Research*. 1997. Vol. 7. № 4. S. 269 - 273.
26. Sofka, C. Adolescents' Use of Social Media and Digital Technology to Cope with Life – Threatening Illness and Loss: What Parents and Supportive Adults Should Know. *ChiPPS E-Journal Pediatric Palliative and Hospice Care*. Vol. 53. S. 18-27.
27. Sutton, L. A Gricean Analysis of Netiquette Rules. University of Berkley. URL: <https://www.academia.edu/34636581>.
28. Tapscott, D. *Growing Up Digital: The Rise of the Net Generation* / D. Tapscott - New York; Mc Graw Hill, 2009. 336 S.

References

1. Voloshyna O.V. Rol moralnykh vidnosyn mizh uchytel'm i uchni'my v navchalno-vykhovnomu protsesi. [The role of moral relations between teacher and students in the educational process]. *Naukovi zapysky Vinnytskoho derzhavnoho pedahohichnoho universytetu imeniMykhaila Kotsiubynskoho. Seria: Pedahohika i psykholohiia*. 2014. 41. P. 66-70.
2. Hurevych R. S. *Informatsiini tekhnolohii navchannia: innovatsiinyi pidkhid : navchalnyi posibnyk [Information Technology Learning: An Innovative Approach: Tutorial]*. Vinnytsia : TOV firma «Planer», 2012.

3. Hurzhii A.M., Lapinskyi V.V. Electronic educational resources as the basis of modern educational environment of general educational institutions/ *Information technologies in education*. 2013. №15. p. 30-37.
4. Karabin O. Y. Formuvannia hotovnosti maibutnikh uchyteliv humanitarnykh dystsyplin do roboty v informatsiinomu seredovyschi [Formation of readiness of future teachers of humanities for work in the informational environment]. *Candidate's thesis*. Ternopil, 2013.
5. Kartashova L. A., Plish I. V., Bakhmat N. V. Rozvytok tsyfrovoy kompetentnosti pedahoha v informatsiino-osvitnomu seredovyschi zakladu zahalnoi serednoi osvity [Development of digital competence of a teacher in the information and educational environment of a general secondary education institution]. *Informatsiini tekhnolohii i zasoby navchannia*. 2018. T. 68. № 6. URL: <https://journal.iitta.gov.ua/index.php/itlt/article/view/2543/1423>
6. Kizim S. S., Kutsak L. V., Liulchak S. Yu. Intensyfikatsiia profesiinoi pidhotovky pedahohiv u zakladakh vyshchoi osvity zasobamy merezhevykh tekhnolohii. *Zbirnyk naukovykh prats «Pedahohichni nauky»*. Kherson : Vyd-vo «Vydavnychi dim «Helvetyka». 2017. Vyp. LXXXh, T.3. S. 254 – 259.
7. Kolomiets, A. M., Kobysia V.M. Vprovadzhennia elementiv STEM-osvity u protses pidhotovky maibutnikh pedahohichnykh pratsivnykiv. Suchasni informatsiini tekhnolohii ta innovatsiini metodyky navchannia: dosvid, tendentsii, perspektyvy. *Zbirnyk tez za materialamy Vseukrainskoi naukovy-praktychnoi Internet-konferentsii z mizhnarodnoiu uchastiu (m. Ternopil, 9 – 10 lystopada, 2017)*. Ternopil: Osadtsa Yu, 2017 V. № 1. S. 49–53.
8. Kolhatin O.H., Kolhatina L.H. Teaching future teachers on the use of information technology in psychological and pedagogical research». *Tools of educational and research work*. 2012. Vol. 39. P. 81-86.
9. Osobystisno-profesiinyi rozvytok maibutnoho vchytelia: monohrafiia [Personal and professional development of the future teacher: monograph] / Akimova O.V., Haluziak V.M. [ta in.]. Vinnytsia: TOV «Nilan-LTD», 2014. 416 s.
10. Pietukhova L.Ye. Computer competence of a future specialist as a pedagogical problem. *Computer at school and family*. 2008. №6. P. 3-5.
11. Spirin O.M. Informatsiino-komunikatsiini ta informatychni kompetentnosti yak komponenty systemy profesiino-spetsializovanykh kompetentnostei vchytelia informatyky. [Information-communication and information competencies as components of the system of professionally specialized competencies of a computer science teacher] 2009. № 5(13). URL: <http://www.ime.edu-ua.net/em.html>.
12. Bakardjieva M., Feenberg A. Involving the virtual subject. *Ethics and Information Technology*. 2000. №2. C. 233–240.
13. DeJong, S. *Netiquette. Blogs and Tweets, Texting and Friending Social Media and Online Professionalism in Health Care Book*. Academic Press. Elsevier, 2014. S. 115.
14. Dmitrenko N.Ye., Voloshyna O.V., Kizim S.S., Mnyshenko K.V., Nahorniak S.V. Smart education in the prospective teachers' training. *CEUR Workshop Proceedings* this link is disabled. 2023. 3364. Pp. 38–53 URL: <https://ceur-ws.org/Vol-3364/paper16.pdf>
15. Dmitrenko, N., Voloshyna, O., Melnychuk, T., Holovska, I., Dutka, H. Case Method in Quasi-Professional Training of Prospective Teachers. *Independent Journal of Management & Production*. 2022. 13(3). Special Edition ISE, 1-17.
16. Gui M., Fasoli M., Carradore R. «Digital Well-Being». *Developing a New Theoretical Tool For Media Literacy Research*. *Italian Journal of Sociology of Education*. 2019. Vol. 9. № 1. S. 165.
17. Helsper E., Whitty M. Netiquette within married couples: agreement about acceptable online behavior and surveillance between partners. *Computers in Human Behavior*. 2010. Vol. 26, № 5. S. 916-926.
18. Hui B., Campbell R. Discrepancy between Learning and Practicing Digital Citizenship *Journal of Academic Ethics*. 2018. Vol. 16. № 11. S. 117-120.
19. Matlock K. *Digital Anthropology. Share This Too. More Social Media Solutions for PR Professionals*. New York: John Wiley & Sons, Incorporated, 2013. S. 47.
20. Mayer-Schonberger, V. *Delete: The Virtue of Forgetting in the Digital Age*. Princeton, New Jersey: Princeton University Press, 2009.
21. Montag, C., Diefenbach, S. Towards Homo Digitalis: Important Research Issues for Psychology and the Neurosciences at the Dawn of the Internet of Things and the Digital Society. *Sustainability*. 2010. Vol. 10, № 2. S. 415.
22. Preece, J. *Etiquette online: from nice to necessary* *Communications of the ACM*. 2004. Vol. 47, № 4. - S. 56-58.
23. Ribble, M., Bailey, G. *Digital Citizenship. Focus Questions For Implementation Learning & Leading with Technology*. 2004. Vol. 32, № 2. -S.13.
24. Rosenberg, A. Applying the «contextual integrity» model of privacy to personal blogs in the blogosphere. *International Journal of Internet Research Ethics*. 2010. 3(1). P. 38–47.
25. Scheuermann, L., Taylor, G. *Netiquette*. *Internet Research*. 1997. Vol. 7. № 4. S. 269 - 273.
26. Sofka, C. Adolescents' Use of Social Media and Digital Technology to Cope with Life – Threatening Illness and Loss: What Parents and Supportive Adults Should Know. *ChiPPS E-Journal Pediatric Palliative and Hospice Care*. Vol. 53. S. 18-27.
27. Sutton, L. A Gricean Analysis of Netiquette Rules. *University of Berkley*. URL: <https://www.academia.edu/34636581>.
28. Tapscott, D. *Growing Up Digital: The Rise of the Net Generation* / D. Tapscott - New York; Mc Graw Hill, 2009. 336 S.