Network user behavior and media risks in modern education

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Abstract. The article is devoted to the changing role of the media sphere in modern education. The authors consider the change like obtaining knowledge, the growing influence of the media in obtaining education, and the risks associated with the media. Despite the psychological and communicative risks in the field of media consumption, the authors prove the impossibility of rejecting the media in modern life. Demonstrating the possibility of self-education through the media, and listing the features of modern network behavior, the authors conclude the need for interaction between online and offline education. The article aims to determine the influence of media on the life of a modern person, consider possible risks, and analyze behavior during online education. The use of general scientific, philosophical, and socio-pedagogical methods has made it possible to study media risks and media, focused on the search for the value foundations of intellectual and social activity.

1 Introduction

Media plays a significant role in human life. Direct sensory perception, which has traditionally been the basis for cognition and mastery of reality, has receded into the background. The media, which are embodied in digital technologies, are of primary importance today. In recent years, there has been a constant growth of various online resources and their role in human life. Technology is increasingly affecting people's lives. The comprehension of the influence of technology on people, their life, and their abilities was first formulated by ancient Greek thinkers, who noticed that technology affects a person’s activity, thinking, and culture. Technique was understood as craftsmanship, and knowledge of the production process of various products or things, as well as high art. The essence of technology was to reveal true knowledge about the thing that was being produced. Philosophers note a change in the understanding of technology in modern times, when machine production appears, an automated process for production. Now, in addition to the production of things and products, technology acquires a new quality, namely the distribution...
and management of production processes. In addition, automated production modifies the nature of obtaining true knowledge about nature and the things produced before collecting information and building an information data system. Such a change is important when considering the problem of forming the opinion of Internet users.

It is no longer possible to say that the Internet is one of the media, along with television, radio, and print. The Internet is thousands of new media, presented in a rich spectrum from social networks to news agencies. Traditional media are also moving online, creating their counterparts on video hosting sites and social media accounts. The online audience growth trend has continued for several years. This means that this trend will continue for some time. One of the most important reasons for this growth is the massive shift to online education and online work during the coronavirus epidemic. After the end of the epidemic, the possibilities of online education continue to be used now. Modern education already necessarily uses the possibilities of the media. Schoolchildren, students, and adults are using the opportunities of online learning and education with interest. “The fascination of modern people with everything electronic and digital can and should be used positively, which is undoubtedly attractive for pupils and students and affects their interest in the learning process. However, questions arise as to how various media operate in specific technologies, texts, and audiences, institutions” [1, p.14].

M. Castells calls the modern society, in which the media play a leading role, a global network society [2]. In a network society, social space exists as a unity of the global and local, and social time as the present. According to M. Castells, media set the value orientations of society, perceived by large masses of people: in a network society, discourses are generated, distributed, protected, assimilated, and introduced into human activity in socialized areas of communication, constructed around local-global networks of multimodal, digital communication, including media and the Internet. In a network society, the one who manages communication has the power. In recent years, education has been actively introducing online learning. The education process is becoming complex, including online and offline learning. Such an integrated approach helps to use the advantages of each type, but it is necessary to consider the negative aspects of both types of education.

Many modern researchers emphasize the relevance of studying the risks of media consumption in the framework of the educational process. However, the problem of media consumption is wider than the scope of the educational process, it affects different types of human activity. Media consumption is becoming a subject for interdisciplinary research, as it affects the issues of communication, the culture of behavior, culture of communication, the culture of thinking, morality, and value orientations of an individual in modern society.

2 Materials and methods

The article is devoted to one of the most significant problems of modern philosophy – media education. As a method, the authors used the analysis of philosophical, sociological, and psychological literature related to the media sphere. The article analyzes the works of modern thinkers, reflecting the results of theoretical and practical studies of the media sphere and related activities. Research in the field of media is closely related to the problems of communication and philosophical concepts. The authors studied the works of contemporary philosophers and psychologists, and sociologists. They reflect contemporary world problems and trends in the media sphere.

In the 20th century, the influence of technology spread not only to the material sphere of life, becoming a habitat, but also to human activity, to the internal processes of human life, becoming a means of communication. Philosophers such as L. Mumford, X. Ortega y Gasset, M. Heidegger, J. Ellul, and G. Marcuse in the middle of the 20th century identified the problems of a personal, socio-psychological, moral crisis, suppression of a person’s
volitional and creative activity, ability critical thinking and the ability to interpret the context of events. Media is a multifaceted phenomenon capable of transforming ideas, cultural norms, and values created in the cultural environment [3,4,5]. The technical means is not neutral, it also modifies the message (as machine production modified the nature of knowledge about nature), transferring its properties to it. A news message broadcast through the media reports "the result, which creates in the minds of viewers the illusion that the demonstration of the action itself leads to this result" [6]. Accordingly, an idea is formed about the awareness and enlightenment of information consumers, news message becomes the root cause in the mind of a person and not a derivative of a real incident.

3 Results and discussion

The philosophical opposition between living reality and informational reality was quite verifiable until the 21st century. There was a clear division into "here" and "there". Today there is no longer a clear boundary, it cannot be argued that virtual media reality is opposed to the original reality. The spread of VR technologies and AR technologies, smartphones, and web cameras has led to the lack of a clear boundary between living and informational realities, connecting online and offline spaces.

For example, ordering from a fast-food app before receiving it in a quick checkout window, or playing an online computer game paired with another real user are prime examples of offline or online connection. Thus, the current era is characterized by the experience of constant transitions from one reality to another, which can be characterized as an offline or double-line experience. In 2012, V. Savchuk noted: "The construction of an objective reflection or image of reality has lost its foundation. Reality is collected and synthesized not from directly perceived sensory data, but from incorporeal visual images that have already been given the appropriate meaning, images created by others. But the "incorporeal" image is not barren. He is the generating and legitimizing instance of reality" [7, p. 28].

However, the construction of an objective reflection of reality loses its foundations long before the Internet, in the era of new European philosophy: when it became clear that with the denial of God's providence, the world loses its foundation, and it is impossible to justify its apodictic foundation. R. Descartes, B. Spinoza, and other representatives of European philosophical thought centuries tried to overcome this weakness of the lack of a basis for objectivity, but the old faith was replaced by new versions of secular faith - faith in activity, science, history, ethics, reason, language, the world will, vital impulse, etc. However, this search only led to a “war of worldviews” (V. Dilthey), and the problem remained relevant until the onset of the digital era, which none of the humanitarian thinkers considered capable of presenting the desired basis.

However, modern on-offline reality has made the sphere of application of the practical reason of Kantian critical philosophy simple and clear. The presence of search engines in the center of the digital world allows researchers in the network to rely on accurate data on the expectations of a particular audience of people and build communications with them based on various requests that line up in hierarchical clusters. The practical everyday conveniences associated with the Internet were also the most confirmed. And precisely because this information is easily verified, unlike everything else, and, of course, due to its universal prevalence and influence, online media has become the focus of attention of specialists in various humanitarian fields.

However, the new digital all-encompassing reality brings with it some risks and structures the world differently than it was in the pre-digital era. This thesis has become obvious in the field of education since 2020 when the entire system needed to be rebuilt considering new circumstances (the coronavirus epidemic) [8]. There were obvious positives to these changes
as well: “Students appreciated the convenience of online learning platforms much more. It was partially attributed to the fact that there is no longer the need to get to the place of study and prepare to go to public places” [9].

At the same time, with the development of media within the Internet, the features of user perception are changing quite quickly. Therefore, research in this area should be tied to a specific time. It is possible to identify the main features of the network behavior of actual network users. Among them:

1. Clustering – gravitation towards an association of interests. In the Stockholm School of Economics, this phenomenon is called "tribes" (tribes). Different tribes can communicate with other tribes, forming wider stable and unstable clusters. At the same time, similar tribes often compete in the network space.

2. Homogeneity is a phenomenon that follows from the first property. Within the tribes of each group, a local language, local values, and even local morality are formed. This process is inevitable because within one tribe everyone is their own. When representatives of different homogeneous clusters communicate with each other, conflicts and cultural explosions occur (Yu. M. Lotman).

3. Double standard. An uncritical attitude toward members of one's own "tribe" and an overcritical or wary attitude toward members of foreign tribes with whom contact has not been established.

4. Follow the online trend. Every few years, new online products noticeably change the rules of online communication. Something goes to the periphery, and something breaks ahead. The old-timers remember the LJ era, the Facebook era, the Twitter era, and the Instagram era. Now the era of instant messengers continues, and the era of TikTok is on its way. Each new network forms new rules of communication and interaction, creating a new cluster. Clusters of old networks do not die but continue to exist on the periphery, they simply cease to be in trend.

5. Multichannel. A fundamental feature of the communication of modern users is the parallel existence through several channels. Video, audio, texts, podcasts, pictures - all this is perceived by modern Internet users in one big stream.

6. Interoperability that has replaced the already traditional interactivity. In short, the essence of interoperability can be reduced to what a person does as much as possible in communications through applications on a mobile phone.

7. Gradual deterritorialization (J. Deleuze's term). Network users are gradually entering new territories in the network, they are not inclined to develop only those resources that they already have. To do this, the creators of online products use targeting tools and sales funnels. The user gradually masters a new semantic territory, through a series of "micro-touches" (micro-commitments), as start-up theorists call it. The first step to entering new territory can be a post, picture, video, or webinar. He partially uses the values of the audience, but gradually expands their circle during new communications. Gradually, the user masters the new language of the new cluster. And when communicating with a representative of a new cluster, he gradually switches to the language adopted in it.

However, some features of network behavior become less relevant or change. Thus, gamification remains a local and age characteristic, it turns out to be in demand by certain clusters and was once a general trend [10]. In the same way, in the modern Internet, there has been an interest in the field of art, history, and the genre of interviews. Previously, the trend was exclusively entertainment orientation of network media.

Based on the listed characteristics of network behavior, an approach to education that still opposes offline learning to online learning is irrelevant in today's reality. The listed characteristics of user behavior in the network confirm this thesis. Now it is no longer possible to separate live communication and communication on the network. Access to direct sensory reality – the voice, the appearance of the teacher, and direct contact with the student...
in education was very important. Traditional education is based on practices of listening, writing, and speaking. Media reality brings to the fore the visual component, in which the perception of information occurs more holistically, and quickly. Education, in addition to the epistemologic function, also performs an axiological one, setting patterns of behavior, models, and ideals for a person and society [11,12,13]. In mixed education, there remains an orientation towards the personality, an attempt to reveal its capabilities. "The basis of a personality-oriented education is humanistic principles, the idea of a person's natural predisposition to creativity, spirituality, and morality" [14, p. 337].

Modern researchers are inclined to believe that "if the means of communication in past eras were a kind of technological continuation of human organs, then in a new era they affect the entire human nervous system" [15]. Since not only the technical means of transmitting information, the culture of information consumption, but also the speed of information consumption is changing. According to A. Amzin, "the user often has less than 30 seconds left for the act of consumption. This forms a special culture of presenting the material" [16]. This feature leads to free, unlimited, and simplified consumption of information. A person often does not verify the information received from the news message, which leads to the spread of fake news. Through quantitative analysis, Italian researchers prove that selective perception is the main factor in the consumption of news on the Internet [17].

One of the significant problems of modern society is the spread of misinformation, so at the World Economic Forum, one of the global risks for the future was the problem of the spread of misinformation in social networks [18]. In the process of communication, interpretations of the event are reproduced, based not on facts, but based on life experience, social well-being, individual mental characteristics, cultural norms, and the need for security of individuals transmitting a fake message. It is worth noting that the publication of refutation facts does not allow redirecting attention and convincing users, and fake information affects users' judgments and their conclusions. Scientists call this effect – the effect of "prolonged influence" [19]. The duration of this effect is explained by the operation of a complex cognitive mechanism that involves strategic memory processes.

The researchers see the solution to the problem in the use of an integrated approach aimed at "a warning that must be given before the fact of disinformation is mentioned: “Be careful! You can be misled”, and an explanation of why the misinformed used this myth. Debunking should begin with an emphasis on real facts, not on myths” [20]. It is also recommended to use a discreet tone of the rebuttal message, the text should be clear and meaningful, based on facts, but without an overabundance of information and humiliation of readers.

Another problem is the habit of people to pay attention and perceive information that confirms what they hear or see, therefore, reject information that contradicts and do not check the facts. Let us pay attention to the words of L. Mumford, who focused on the relationship between the growth of technical equipment and the decrease in the level of morality, highlighting the ability of thinking, interpretation, and not the ability to material production and act, as the main features in a person.

Another negative factor of media technologies is the change in human behavior. To describe the behavior of a modern individual, scientists introduce the term cyberloafing. This term characterizes the behavior of office employees who use gadgets at the workplace to visit sites not related to work or check personal email [21], as well as the use of social networks, online and offline games, messaging, watching videos, downloading games, applications, music, online shopping, solving personal issues and other tasks [22]. In its essence, such behavior is associated with the desire to be distracted or get away from performing routine tasks. As G. Marcuse noted, automated, standardized production imposes a one-dimensional way of thinking, characterized by technological rationality. The latter generates the efficiency and manageability of human life through the "provision of benefits", respectively, their mass consumption, devoid of a critical attitude towards them, as well as cohesion within a group.
that consumes one product. Thus, the individual seeks to identify himself with the imposed existence. In other words, the individual seeks to find a source of satisfaction for his needs in the study of the world and his development in adapting his forces to a technical device that is constantly being modified and improved due to achievements in the technical field.

Another risk in the media sphere is the substitution of direct interpersonal communication for communication through messages in social networks, instant messengers, etc. Such communication hurts the individual due to the vacuum of a certain information network. Researchers show that “problems of a somatic and emotional nature, defects in the formation of the cognitive sphere, and behavioral deviations arise” [23]. Since individual experiences positive emotions when communicating or consuming information via the Internet, without developing the skill of communicating face-to-face with another person in real life and without developing the skill of restraining negative emotions or expressing positive emotions from communicating with other people, which leads to loneliness, isolation, detachment, problems of self-acceptance, etc.

Given the many media risks, modern education does not plan to abandon online learning opportunities [24,25]. Using an integrated approach to solving the difficulties and problems associated with online learning, modern education chooses in favor of a combination of offline and online learning. Analyzing the modern consumer of educational services, priorities, features, and needs, it is possible to implement a comprehensive education, taking positive features from online and offline education [26, 27, 28].

One of the most pressing issues facing modern society is the deteriorating state of the environment and the need for greater awareness of its impact on human survival. As the world's population continues to grow, so does the demand for resources and the negative effects of industrialization. The state of the environment has a direct impact on human health, well-being, and economic development. The issue of environmental degradation is a complex one, involving a range of factors, including pollution, climate change, deforestation, and habitat destruction. These issues are interconnected and can have far-reaching consequences for ecosystems and the species that inhabit them. In recent years, there has been a growing recognition of the need for sustainable development practices that balance economic growth with environmental protection. This circumstance requires a greater awareness of the impact of human activities on the environment and a commitment to reducing our carbon footprint and preserving natural resources [11, 29, 30, 31]. Therefore, the role of the media in this matter is significant and contributes to the formation of skills of pro-environmental behavior of citizens.

4 Conclusion

Education sets the value orientations for a person and society. Thus, the media space implies the possibility to develop not only the content part of education but also the axiological one [32, 33]. Within the framework of the media space, opportunities for self-education and the development of new practices are opening. It is thanks to the media space that the idea of lifelong education arises – learning throughout life. In the network media space, many online learning platforms have emerged over the past ten years. So, Khan Academy appeared in 2008, Udemy in 2010, and Coursera in 2012. To date, these services offer many training programs that are available to everyone. University education is also moving in this direction, focused on obtaining a bachelor's or master's degree. Realizing the possible risks and difficulties of online learning, modern education tends to be of a mixed type. This is due to the positive aspects that online learning brings to the educational process: accessibility, the possibility of self-education, and the interest of the target audience. Combining these positive aspects with the possibilities of traditional offline education, it is possible to organize a
blended education system that can provide the best results for the consumer of educational services.

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