LEGAL ASPECTS OF PEDAGOGICAL EDUCATION IN A DIGITAL SOCIETY UNDER THE IMPLEMENTATION OF THE SOCIAL FUNCTION OF THE STATE

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ABSTRACT

Objective: The purpose of this research article is to examine legal aspects of pedagogical education in digital society and analyze how they are affected by the implementation of the social function of the state.

Method: The study is based on a review of relevant literature, legal documents, and online sources in the field of pedagogy and law. The design of the study involves a qualitative approach, with data analyzed using content analysis and thematic analysis techniques.

Result: The study explores a range of legal issues related to pedagogical education in the digital society, including privacy, data protection, copyright, intellectual property, online safety, and cybersecurity. The findings of the study reveal that the implementation of the social function of the state has significant implications for the legal aspects of pedagogical education in the digital society.

Conclusion: The study highlights the importance of legal frameworks to ensure safe, effective, and responsible use of digital technologies in pedagogical activities. The practical implications of this research are numerous, including the need for policymakers to develop and enforce legal frameworks that protect the rights of students and teachers in the digital age. The study also emphasizes the need for educators to be trained in legal issues related to digital technologies, so they can effectively navigate the changing landscape of pedagogical education in the digital society. This article provides valuable insights into the legal aspects of pedagogical education in the digital society and offers recommendations for future research and policy development in this area.

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ASPECTOS JURÍDICOS DA EDUCAÇÃO PEDAGÓGICA NUMA SOCIEDADE DIGITAL NO ÂMBITO DA EXECUÇÃO DA FUNÇÃO SOCIAL DO ESTADO

RESUMO

Objetivo: O objetivo deste artigo de pesquisa é examinar aspectos legais da educação pedagógica na sociedade digital e analisar como eles são afetados pela implementação da função social do Estado.

Método: O estudo é baseado em uma revisão da literatura relevante, documentos legais e fontes on-line no campo da pedagogia e direito. A concepção do estudo envolve uma abordagem qualitativa, com dados analisados por meio de análise de conteúdo e técnicas de análise temática.

Resultado: O estudo explora uma série de questões legais relacionadas à educação pedagógica na sociedade digital, incluindo privacidade, proteção de dados, direitos autorais, propriedade intelectual, segurança on-line e cibersegurança. Os resultados do estudo revelam que a implementação da função social do Estado tem implicações significativas para os aspectos legais da educação pedagógica na sociedade digital.

Conclusão: O estudo destaca a importância dos marcos legais para garantir o uso seguro, eficaz e responsável das tecnologias digitais em atividades pedagógicas. As implicações práticas desta investigação são numerosas, incluindo a necessidade de os decisores políticos desenvolverem e aplicarem quadros jurídicos que protejam os direitos dos estudantes e professores na era digital. O estudo também enfatiza a necessidade de educadores serem treinados em questões legais relacionadas às tecnologias digitais, para que possam efetivamente navegar pelo cenário em mudança da educação pedagógica na sociedade digital. Este artigo fornece informações valiosas sobre os aspectos legais da educação pedagógica na sociedade digital e oferece recomendações para a futura pesquisa e desenvolvimento de políticas nesta área.

Palavras-chave: sociedade digital, aspectos jurídicos, função social, proteção de dados, tecnologia educacional.

1 INTRODUCTION

Technological advancements in the digital age have brought about significant changes in the field of pedagogical education. Today, students can access a vast range of online learning resources, including virtual classrooms, video lectures, and multimedia content (Zhang, 2022). This has revolutionized the way students learn and interact with their teachers, creating new opportunities for learning and improving educational outcomes.
At the same time, the growing use of digital technologies in education has also raised concerns about data protection, privacy, and cybersecurity (Wylde et al., 2022). For instance, students' personal data can easily become vulnerable to unauthorized access, leading to privacy breaches and other risks. Similarly, the threat of cyber attacks and cyberbullying are significant concerns in the digital education space that have yet to be fully addressed.

The legal aspects of pedagogical education in a digital society are, therefore, crucial in ensuring the quality of education provided while also ensuring the safety and privacy of students. These legal aspects include data protection laws, copyright laws, intellectual property rights, and online safety and cybersecurity regulations. As technology continues to shape education, it's important for educators and policymakers to create strong legal frameworks that prioritize student safety and protect their rights.

This research article aims to examine the legal aspects of pedagogical education in a digital society and analyze how they are affected by the implementation of the social function of the state. The study's hypothesis is that integrating the state's social role into the legal aspects of pedagogical education in a digital society has a major influence on the quality of education as a whole.

The purpose of this study is to provide an overview of the legal aspects of pedagogical education in a digital society, identify the challenges and opportunities presented by digital technologies, and analyze how the implementation of the social function of the state can improve the quality of education provided.

The primary objectives of the research article at hand are to delve into the pertinent literature, conduct a thorough examination of legal documents and online sources pertaining to pedagogy and law, and propose ways to improve the legal infrastructure that governs pedagogical education in a digital society.

2 THEORETICAL FRAMEWORK

Over the past decade, the use of digital technologies in education has increased significantly (Haleem et al., 2022). The rise of e-learning platforms, online resources, and virtual teaching has transformed the way students interact with course material and their peers. However, this digital transformation has generated some new legal challenges for the education sector.
According to Rodota (2009) one of the most significant issues is data protection. In a digital environment, there is a risk that students' personal information may be compromised, leading to privacy breaches or other risks (Rodriguez, V. H. P., 2023). Several legal frameworks have been developed to address these issues, including the General Data Protection Regulation (GDPR) in the European Union and the Children's Online Privacy Protection Act (COPPA) in the United States.

Another legal challenge is copyright and intellectual property (McGill, 2013). With the rise of online resources and digital textbooks, there is a need for educators to be mindful of copyright laws and intellectual property rights. Legal frameworks such as the Digital Millennium Copyright Act (DMCA) in the United States and the Copyright, Designs and Patents Act in the United Kingdom have been developed to address these issues.

Online safety and cybersecurity are also emerging as significant legal concerns in the digital era (Li & Liu, 2021). As more students access online resources and communicate with their teachers and peers, there is a need for education providers to ensure that their digital infrastructure is secure (Sable, R. G., 2023). Legal frameworks such as the Cybersecurity Information Sharing Act (CISA) in the United States and the Data Protection Act in the United Kingdom address these challenges.

In a study by Alier et al. (2021), the authors analyze the legal issues related to data protection in the context of e-learning platforms. They highlight the need for educators to ensure that student data is protected and secure, particularly given the potential misuse of this data by third parties.

Other researchers have discussed the legal aspects of pedagogical education in the digital society. For instance, in a study by Savotina et al. (2020), the authors explore the risks and challenges associated with the use of digital technologies in higher education and the need to address these issues through legal frameworks. They highlight that the complex and rapidly evolving nature of technology requires educators and policymakers to remain vigilant and proactive in protecting students’ interests.

Similarly, the author Alam (2022) emphasizes the need for educators to ensure that students' privacy is protected when using digital platforms. They suggest that this should include educating students about the risks associated with sharing personal information online and providing them with the tools and knowledge to protect their privacy.
In Ukraine, the legal framework for educational institutions using digital technologies has been developed to address these issues. The Law of Ukraine "On Education" (2017) outlines the protection of personal data of students and specifies the responsibilities of educational institutions in ensuring data security (Fiala-Butora, 2019).

Another relevant aspect is intellectual property and copyright in digital educational materials. Nashynets-Naumova et al. (2020) examine the legal aspects of creating and distributing digital content for educational purposes. They argue that there is a need for new legal frameworks that address the unique challenges of digital content dissemination.

Finally, the legal framework surrounding online safety and cybersecurity is also a critical concern for educators. In Ukraine, the State Service of Special Communication and Information Protection of Ukraine is responsible for cybersecurity and ensuring that digital systems are protected from cyber-attacks (Bondarenko et al., 2022).

In a digital society, the legalities surrounding pedagogical education are intricate and have many facets (Martin, 2006). It's important for education providers to take into consideration pertinent legal frameworks related to data protection, copyright, intellectual property, online safety, and cybersecurity to guarantee quality education (Whitman & Mattord, 2021). Educators must comprehend the legal framework and obligations involved in using digital technologies in the classroom.

3 METHODOLOGY

The study is based on a review of relevant literature, legal documents, government reports, and academic literature from Ukrainian universities. Also, the databases used to identify relevant literature included international academic search engines like Google Scholar, ScienceDirect, JSTOR and Web of Science, as well as legal databases such as LexisNexis, Westlaw. Overall, there were investigated 120 sources.

The study adopts a qualitative research approach, which aims to explore the legal aspects of pedagogical education in the digital society. To achieve this, the researchers conducted an in-depth review of existing literature, including academic journals, books, and legal documents. The data collected was analyzed using content analysis and thematic analysis techniques.

Content analysis involves identifying common themes and patterns in the data, whereas thematic analysis aims to identify key themes and concepts in the data. The
researchers used these techniques to analyze the data collected from the literature review and to identify legal issues that affect pedagogical education in a digital society.

The study focuses on the legal aspects of pedagogical education, including:

- Data protection;
- Privacy;
- Copyright;
- Intellectual property;
- Online safety;
- Cybersecurity.

The researchers analyzed each of these aspects in detail and presented their findings in the study report.

The study follows a systematic review approach to collect and analyze the data. The researchers conducted a comprehensive search of academic databases, legal documents, and online sources to gather relevant literature. They then used a predetermined set of criteria to select the studies that met the inclusion criteria. Finally, the selected studies were analyzed using content analysis and thematic analysis techniques.

Overall, the study aims to provide insights into the legal aspects of pedagogical education in a digital society and to highlight the challenges and opportunities for educators and policymakers in this domain.

4 RESULTS AND DISCUSSION

Nowadays, digital technology plays a vital role in pedagogical education. However, it also brings several legal challenges that educators and institutions must navigate. In this regard, the study analyzed the legal issues that arise in the context of pedagogical education in a digital society.

The study conducted a review of 120 sources related to legal aspects of pedagogical education in a digital society. The sources included academic literature, legal documents, government reports, and academic literature from Ukrainian universities. The study identified several key legal issues such as data protection, privacy, copyright, intellectual property, online safety, and cybersecurity (Table 1 and Table 2).
Table 1: Legal Issues in Pedagogical Education in a Digital Society

<table>
<thead>
<tr>
<th>Legal Issue</th>
<th>Percentage of Sources Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data protection</td>
<td>71%</td>
</tr>
<tr>
<td>Privacy</td>
<td>60%</td>
</tr>
<tr>
<td>Copyright</td>
<td>38%</td>
</tr>
<tr>
<td>Intellectual property</td>
<td>45%</td>
</tr>
<tr>
<td>Online safety</td>
<td>26%</td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Prepared by Authors (2023)

The results of the study indicate that the most significant legal concerns in pedagogical education in a digital society are data protection and privacy.

Table 2: Types of Sources Analyzed

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Percentage of Sources Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic journals</td>
<td>72%</td>
</tr>
<tr>
<td>Legal documents</td>
<td>16%</td>
</tr>
<tr>
<td>Government reports</td>
<td>6%</td>
</tr>
<tr>
<td>Academic literature from Ukrainian universities</td>
<td>6%</td>
</tr>
<tr>
<td>Online sources</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Prepared by Authors (2023)

These tables summarize the key findings from the study, indicating that data protection and privacy are the most significant legal concerns in pedagogical education in a digital society, with intellectual property also representing a significant issue. The tables also show that academic journals are the most commonly used source of information on these issues. Thus, 71% of the sources analyzed focused on data protection, while 60% of the sources discussed privacy-related issues. The study found that the use of digital technologies in the classroom can lead to the collection, storage, and sharing of large amounts of sensitive data, including personal information of students, teachers, and other stakeholders. It is crucial to ensure that this data is adequately protected from unauthorized access or disclosure.

Regarding copyright and intellectual property, the study found that approximately 38% and 45% of the sources analyzed, respectively, raised legal concerns in these areas. The use of digital materials, such as e-books, online articles, videos, and multimedia content, can pose challenges for educators and institutions concerning copyright infringement and intellectual property rights.

Online safety and cybersecurity were also identified as significant legal issues in pedagogical education. Approximately 26% and 30% of the sources analyzed discussed these issues, respectively. The increasing use of digital tools and platforms in education has increased the risk of cyber threats, data breaches, and online harassment, making it
essential to ensure that educators and institutions take adequate measures to safeguard their students' online safety and protect their systems from cyber attacks.

Educators and institutions must be aware of these issues and take appropriate measures to ensure compliance with relevant laws and regulations, protect students' privacy and data, safeguard their intellectual property rights, and provide a safe and secure learning environment for all stakeholders.

The researchers note that educational institutions have a legal obligation to ensure that student data is protected and secure. This is especially important given the potential misuse of student data by third parties. As McCallister (2010) states, educational institutions must ensure that students' personal data is protected from unauthorized access, use, and disclosure by implementing appropriate technical, administrative, and physical safeguards.

The use of digital technologies in education poses significant risks to students' privacy, particularly with the collection and use of personal data. Weber (2012) argues that privacy concerns are paramount in the digital age, especially with the use of educational technology, and institutions must be proactive in ensuring that student privacy is protected.

The employment of digital resources raises questions about ownership and usage rights. Following Hutchinson (2003), educators must be aware of copyright laws and ensure that they have the necessary permission to use copyrighted materials in their courses. Therefore, the researchers of this articles suggest that the implementation of the social function of the state is crucial in ensuring students' rights and protection in digital learning environments.

The social function of the state in digital pedagogical education requires the promotion of social justice, democratic values, and human rights. Educational institutions and platforms should ensure that their content and practices promote these values, and that they cater to the needs and interests of diverse communities in society. Legal aspects are crucial in ensuring that pedagogical education in a digital society is ethical, effective, and equitable. It's essential to address these legal concerns comprehensively to promote the rights and welfare of both learners and educators.

With the ever-growing presence of technology in our daily lives, the education sector is also adapting to the digital age. However, this also brings new legal challenges that educators must tackle to ensure that education is accessible, equitable, and of high
quality. Educators must be aware of data privacy laws, copyright laws, intellectual property rights, online safety, and cybersecurity. Though these challenges may seem overwhelming, there are also opportunities for educators to benefit from digital education, including personalized learning, collaboration, accessibility, and multimedia learning. This article will delve into challenges and opportunities for educators regarding the legal aspects of pedagogical education in a digital society (Table 3)

Table 3: The Challenges and Opportunities for Educators in the Legal Aspects of Pedagogical Education in a Digital Society

<table>
<thead>
<tr>
<th>EDUCATORS</th>
<th>Challenges</th>
<th>Description</th>
<th>Opportunities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensuring data privacy</td>
<td>With the rise of data breaches and hacking, educators must ensure that student data is protected and secure</td>
<td>1. More personalized learning</td>
<td>Digital education can be tailored to the individual needs and learning styles of each student.</td>
<td></td>
</tr>
<tr>
<td>2. Understanding copyright law</td>
<td>Educators need to be able to understand and navigate copyright law in the digital age to avoid any potential legal issues</td>
<td>2. Access to a wide range of resources</td>
<td>Digital education opens up a world of resources that may not be available in a traditional classroom setting</td>
<td></td>
</tr>
<tr>
<td>3. Maintaining quality control</td>
<td>Digital education can sometimes be perceived as less rigorous than traditional classroom education, so it's important to ensure that quality standards are maintained</td>
<td>3. Increased engagement</td>
<td>With the use of interactive technology, students can become more engaged and invested in their own learning</td>
<td></td>
</tr>
<tr>
<td>4. Digital literacy</td>
<td>Educators must stay up-to-date with the latest technology and understand how to use it to improve learning outcomes for students</td>
<td>4. Collaboration</td>
<td>Technology can facilitate collaboration between students and educators from different parts of the world, leading to a broader understanding of different cultures and perspectives</td>
<td></td>
</tr>
<tr>
<td>5. Online safety</td>
<td>As with any online activity, students are vulnerable to potential cyber threats such as cyberbullying and online harassment</td>
<td>5. Improved record-keeping</td>
<td>Digital education allows for easy tracking and monitoring of student progress and performance</td>
<td></td>
</tr>
<tr>
<td>6. Access and equity</td>
<td>The digital divide can exacerbate existing inequalities, so educators must work to ensure that all students have equal access to digital educational resources</td>
<td>6. Flexibility</td>
<td>Digital education allows for more flexible learning schedules, which can be beneficial for students with unconventional schedules or learning styles</td>
<td></td>
</tr>
<tr>
<td>7. Integration of technology</td>
<td>Educators must ensure that technology is integrated seamlessly into the classroom and used as an effective tool for teaching and learning</td>
<td>7. Improved accessibility</td>
<td>Digital education can be helpful for students with disabilities or other special needs</td>
<td></td>
</tr>
<tr>
<td>8. Intellectual property rights</td>
<td>Educators must navigate intellectual property rights when using digital materials,</td>
<td>8. Enhanced multimedia learning</td>
<td>Digital education can make use of multimedia resources to</td>
<td></td>
</tr>
</tbody>
</table>
9. Ethical use of technology

Educators must ensure that their students are using technology ethically and responsibly.

9. Global learning

Digital education allows for learning that transcends borders, creating a more globalized approach to education.

10. Developing digital citizenship

Educators must help their students develop skills for navigating online spaces and using technology in a positive, productive manner.

10. Improved student outcomes

By using effective technology and digital resources, educators can improve student outcomes and provide a more comprehensive and engaging education experience.

Source: Prepared by Authors (2023)

It is imperative for policymakers to address the challenges and opportunities presented by digital technologies to guarantee equal access to quality education for all students. A comprehensive overview of these challenges and potential benefits can be found in Table 4. It is crucial for policymakers to take action in this regard.

<table>
<thead>
<tr>
<th>POLICYMakers</th>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Description</td>
<td>Item</td>
</tr>
<tr>
<td>1. Developing appropriate policies</td>
<td>Policymakers need to develop policies that regulate digital education while balancing student privacy rights and data protection</td>
<td>1. Personalized learning</td>
</tr>
<tr>
<td>2. Ensuring equitable access</td>
<td>Policymakers should ensure that all students have access to digital education, regardless of socioeconomic status or geographic location</td>
<td>2. Increased engagement</td>
</tr>
<tr>
<td>3. Addressing digital divide</td>
<td>Policymakers need to address the inequality of digital access between urban and rural areas through infrastructure investment</td>
<td>3. Global learning</td>
</tr>
<tr>
<td>4. Addressing intellectual property rights</td>
<td>Policymakers must ensure that digital education does not infringe upon intellectual property rights, while supporting the development of new content and its distribution</td>
<td>4. Greater access to resources</td>
</tr>
<tr>
<td>5. Ensuring safety</td>
<td>Policymakers must ensure that digital platforms are safe and secure for students and educators, and take appropriate measures against cyberbullying and other online harms</td>
<td>5. Cost-effective</td>
</tr>
</tbody>
</table>
When it comes to pedagogical education in a digital society, both educators and policymakers should be aware of the opportunities and challenges presented by digital technologies. On one hand, digital tools can enhance learning by providing personalized experiences, promoting engagement, and enabling global education. However, they also raise concerns about data privacy, copyright infringement, and digital literacy.

To ensure that digital education is fair and inclusive, policymakers must develop policies that regulate it and provide equal access to all students regardless of their socioeconomic status or geographic location. Educators, on the other hand, must ensure that they protect their students' data, comply with copyright laws, and maintain quality standards.

Collaboration between policymakers and educators is necessary to create effective policies and strategies that take advantage of digital technology's benefits while also reducing its risks and challenges.

| 6. Balancing innovation with regulation | Policymakers must balance the need for innovation with regulatory measures to ensure quality and safety | 6. Remote learning | Digital education can enable remote learning, which can be particularly useful during emergencies and pandemics |
| 7. Supporting professional development | Policymakers must invest in professional development to ensure that educators have the skills to navigate digital education and protect their students' data | 7. Lifelong learning | Digital education can provide opportunities for lifelong learning, as individuals can access educational resources and materials at any time |
| 8. Addressing legal loopholes | Policymakers must identify and address legal loopholes in digital education regulations to protect students and educators | 8. Innovation | Digital education can foster innovation and creativity in the development of new educational materials and teaching strategies |
| 9. Promoting ethical use of technology | Policymakers must promote the ethical use of technology in the classroom to ensure student privacy and data protection | 9. Accessibility | Digital education can be made accessible to students with disabilities, providing greater access to education for all students |
| 10. Addressing changing technology | Policymakers must keep up with the latest technological advances to ensure that digital education policies are current and effective | 10. Collaboration | Digital education can facilitate collaboration and teamwork among students, leading to better learning outcomes and improved social skills |

Source: Prepared by Authors (2023)
5 DISCUSSION

Digital education offers many opportunities for personalized learning, increased engagement, and global learning (Fake & Dabbagh, 2020). However, it also presents challenges that must be addressed through legal frameworks.

One of the most pressing legal challenges associated with pedagogical education in a digital society is the protection of data privacy. Digital education requires the use and sharing of personal information, including students' names, addresses, and educational records, which can be vulnerable to cyber threats and online breaches. To address this challenge, educational institutions must comply with regulations like the General Data Protection Regulation (GDPR) (Steu, 2020) and the Family Educational Rights and Privacy Act (FERPA) (Yuan & Li, 2019), which set standards for data privacy and establish clear guidelines for the use and sharing of personal information.

In addition, pedagogical education in a digital society poses is copyright compliance. With the vast amount of online content available, it's essential for educators to understand what materials are legally permissible to use in the classroom. Educational institutions must observe the Fair Use Doctrine, which provides guidelines for the use of copyrighted material in educational settings. Furthermore, educators must ensure that they have the necessary licenses or permissions to use any copyrighted materials in their digital lessons or content.

As digital education becomes more pervasive, it's essential to ensure that the quality of education remains consistent across different platforms and schools. Educational institutions must ensure that educators are familiar with digital tools, platforms, and curricula, and that they uphold high standards for teaching and learning. Additionally, policymakers must establish and enforce regulations to promote quality control in digital education.

Equitable access to digital education is an important legal challenge that must be tackled in a digital society. The digital divide, which refers to the gap between those who have access to digital technology and those who do not, must be addressed to ensure that all students have equal access to educational resources. Public institutions have a responsibility to provide access to digital devices and internet connections to bridge this divide and promote equitable access to educational resources.

Teaching in a digital world comes with both legal challenges and chances for growth. It is important to consider data privacy, copyright laws, quality control, and equal
access to digital education. However, these issues can be resolved through well-planned policies and actions. By overcoming these challenges, digital education can transform the traditional teaching methods and create new opportunities for students.

The results of this study are consistent with previous researches in this field. Data privacy has become a major concern for educators and policymakers, who must ensure that students' personal information is protected from cyber threats and breaches. Tsai et al. (2020) explored the legal framework surrounding data privacy in digital education, highlighting the importance of understanding data protection laws and regulations. The authors suggested that educators should ensure that student data is collected and processed in compliance with applicable laws and regulations. Similarly, Hwang & Helser (2022) emphasized the importance of cybersecurity education for educators and students, arguing that data privacy should be a primary concern for all stakeholders in the digital education ecosystem.

Copyright has also emerged as a significant legal challenge in digital education, with educators and institutions needing to navigate a complex legal framework to ensure that they do not infringe on copyright laws. Chen et al. (2021) explored the impact of copyright law on digital education, highlighting the need for educators to have a comprehensive understanding of the legal framework to avoid infringement. The authors suggested that institutions should develop policies and procedures to guide educators in the use of digital materials, including open educational resources and licensed content.

Digital literacy is another legal issue in pedagogical education in a digital society. Falloon (2020) explored the role of digital literacy in pedagogical education, arguing that educators should ensure that students have the necessary skills and competencies to effectively navigate the digital world. The authors suggested that institutions should incorporate digital literacy training into their curricula to prepare students for the digital workforce.

Finally, intellectual property rights have also been identified as a critical legal challenge in digital education. Scanlon et al. (2022) explored the impact of intellectual property rights on pedagogical education in a digital environment, emphasizing the importance of educators understanding copyright and licensing issues. The authors suggested that institutions should develop policies and procedures to support educators in properly citing and attributing digital content.
Legal difficulties in digital education are multifaceted, ranging from data privacy and cybersecurity to copyright, digital literacy, and intellectual property rights. Educators and policymakers must navigate a complex legal framework to ensure that students’ rights and privacy are protected while still leveraging the benefits of technology in pedagogical instruction. Institutions should develop policies and procedures to guide educators in using digital materials, incorporate digital literacy training into their curricula, and prioritize cybersecurity education.

As technology continues to advance, there are several areas that require further investigation in terms of the legal challenges that educators and policymakers face in the realm of pedagogical education in a digital society.

One such area is the impact of emerging technologies such as artificial intelligence and virtual reality on the legal aspects of pedagogical education. As AI and VR become increasingly integrated into educational practices, there will be legal implications around data privacy, intellectual property, and liability. For instance, who owns the rights to an AI-generated educational resource? What happens if an AI system makes a decision that results in harm to a student? These are complex questions that require further exploration.

In addition to the legal implications of emerging technologies, future studies could focus on the regulatory frameworks and policies that govern digital education, particularly in developing nations. It is important to consider the unique challenges and opportunities that these countries face in terms of digital education, and how legal frameworks can support or hinder progress in this area.

Furthermore, it would be interesting to examine more closely how educators and policymakers can balance concerns around data privacy and copyright with the need for open access and collaboration in the digital realm. There are potential tensions between protecting intellectual property and promoting open educational resources, and it will be important to find a balance that supports innovation while protecting stakeholders.

Finally, research could investigate the role of education in preparing students for the digital future, considering ethical and legal aspects. As students become increasingly immersed in a digital society, they will need to be equipped with the knowledge and skills to navigate complex legal and ethical issues. This could include exploring topics such as digital citizenship, cybersecurity, and online privacy.

The legal aspects of pedagogical education in a digital society are complex and multifaceted. In various areas such as energy sector, legal frameworks play a critical role.
in ensuring the successful and sustainable implementation of pedagogical strategies. In this context, legal aspects provide the necessary guidelines and regulations to promote environmentally responsible practices. These regulations may include requirements for reducing emissions, encouraging the use of renewable energy sources, and implementing sustainable transportation solutions (Hutsaliuk et al., 2023a, 2023b). By incorporating legal frameworks into pedagogical education, future professionals in the transport and logistics sector can gain a comprehensive understanding of their obligations and the tools available to promote environmental sustainability.

Management of renewable resources in the energy sector is another critical area where legal aspects are crucial (Hutsaliuk et al., 2023c). Legal frameworks provide the necessary regulations and guidelines for promoting renewable energy sources, encouraging energy efficiency, and implementing financial incentives for sustainable energy practices. By incorporating legal aspects into pedagogical education, future professionals can develop the necessary skills and knowledge to navigate the complex legal landscape of the energy sector and contribute to the sustainable management of renewable resources. Thus, the integration of legal aspects into pedagogical education in a digital society ensures that future professionals are well-equipped to address the environmental challenges and sustainability goals in various sectors. By understanding and applying the legal frameworks, students can contribute to the implementation of the social function of the state and play an active role in promoting sustainability and environmental stewardship in their respective fields.

Further research in this area is crucial to ensure that digital education continues to evolve in a safe, equitable, and inclusive manner. By exploring emerging technologies, regulatory frameworks, and educational practices, researchers can identify key challenges and opportunities, and develop legal frameworks that support effective and ethical digital education.

6 CONCLUSION

The study has shed light on the complex legal considerations involved in pedagogical education in a digital society, and the various challenges that must be addressed to ensure that students are able to benefit from the opportunities provided by modern educational technology without infringing on their rights or the rights of others.
Our research has identified data privacy and copyright as key areas of concern, with issues such as intellectual property rights and online safety also requiring attention. As digital technologies continue to evolve, so too will the legal challenges that educators and policymakers must navigate to ensure that students receive high-quality digital education.

Effective policies and regulations can help address these legal challenges and create a framework that promotes equitable access to digital education for all students. However, this requires a collaborative effort between policymakers, educators, and other stakeholders to develop guidelines that are both enforceable and flexible enough to accommodate the changing nature of technology and education. Additionally, educators must continue to develop their digital literacy skills to ensure that they are well-equipped to leverage technology in the classroom and avoid any legal complications that may arise from the misuse of digital tools. This will require ongoing professional development programs and training initiatives to keep educators up-to-date with the latest legal and technological developments.

Furthermore, it is essential to recognize the potential impact of emerging innovative technologies like artificial intelligence (AI) and virtual reality (VR) on the legal aspects of pedagogical education. These technologies have the potential to revolutionize education, but also present new legal and ethical challenges that must be addressed. Policymakers and educators must remain informed of these developments and be proactive in creating policies and practices that balance the benefits of these technologies with the need to maintain legal and ethical standards.

This article underscores the need for a continued focus on the legal aspects of pedagogical education in a digital society. By addressing these challenges head-on and leveraging the opportunities provided by digital education, we can ensure that all students have access to high-quality education that prepares them for success in the digital age. Achieving this goal will require ongoing collaboration and innovation, as well as a commitment to staying abreast of the latest legal and technological developments.
REFERENCES


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