The Formation of Digital Etiquette: Key Research Trends in the Field of Education

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Abstract. This article discusses the formation of digital etiquette, its characteristics as a socio-cultural phenomenon, as well as the rules and norms of behavior on the internet. The authors, analyzing foreign, Russian, and Kazakhstani research on digital etiquette, present the works of various scholars, their main ideas, conclusions, and recommendations. This article provides a comprehensive analysis of studies on digital etiquette conducted by foreign, Russian, and Kazakhstani scholars. It examines the main ideas, conclusions, and recommendations of these researchers. The authors highlight the relevance of digital etiquette issues in Kazakhstan and note that scientific research in the field of education remains insufficient. The article proposes the development of specialized courses and educational modules on digital etiquette, as well as the support of scientific projects focused on online communication culture, to advance pedagogical methodologies. The authors emphasize the importance of in-depth research on digital etiquette in Kazakhstan to establish an effective educational system that meets the demands of the digital society. The research methods employed include the analysis of theoretical and normative sources, as well as the systematization and generalization of the material. The article is based on data from digital education platforms, scientific journals, and international research databases, aiming to provide a deeper understanding of the significance of digital etiquette.

Introduction

In the current post-industrial era, society is actively transitioning to a digital system, where information and knowledge have become the primary values. The expansion of the digital space is leading to a transformation of traditional moral principles and raising pressing questions regarding the criteria for determining the authenticity of information and scientific knowledge.

These challenges are compounded by the lack of a well-established legal framework for effective regulation and the rapidly evolving nature of the digital realm, which demands the search for universal regulatory approaches. At this stage of the development of the digital society, the issue of developing mechanisms for ethical regulation in the digital space, reassessing traditional ethical approaches to evaluating the situation, and forming a new digital ethics has become a highly relevant topic, especially as internet accessibility has increased in recent years, and online learning systems and digital platforms have become widely used.

In his Address to the People of Kazakhstan on September 2, 2024, President Kassym-Jomart Tokayev placed special emphasis on the issue of digital education, highlighting it as one of the key directions for the country's future development. The President spoke about the need to continue the digitalization of the education sector and stressed that the quality of Kazakhstan's education system should be enhanced through the introduction of modern technologies and digital solutions. He noted that the digital education system in Kazakhstan will raise the country's education level to a new stage and ensure global competitiveness. He also expressed support for reforms aimed at developing digital education and emphasized the importance of the digital transformation of educational institutions [1].

According to the president, through digitalization it is possible to create equal opportunities in the field of Education. At the same time, he stressed the importance of developing digital infrastructure and educational platforms. In the training of future teachers, the improvement of their digital skills was considered as a national priority. He noted the importance of developing special courses and training programs in order to improve the digital literacy of teachers. Teaching teachers the use of new technologies and teaching methods is one of the main elements of digitalization of the education system.

As part of the national education project, the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Science and Higher Education of the Republic of Kazakhstan are actively supporting the digitalization process in education. This year's traditional August conference, dedicated to the digitalization of the learning process and the integration of artificial intelligence into teaching, taking into account global experience, under the theme "Digital Kazakhstan: Modern Education" is proof of this. The rapid development of digital technologies and the need to form rules for their use in everyday life make the issue of digital etiquette an urgent topic. People now conduct the majority of their daily communication online. This affects all areas of life, from personal relationships to work processes. In the digital environment, adhering to ethical norms, ensuring information security, and protecting personal data privacy are of great importance. Therefore, following etiquette rules helps ensure the proper use of data.

One of the key aspects of digital etiquette is showing respect for others and preventing cyberbullying. However, negative and rude behavior is frequently encountered in online spaces, which in turn lowers the overall level of digital culture.

Nowadays, as remote work has become widespread, it is also important to observe digital etiquette in professional communication. This plays a crucial role in contexts such as email correspondence, online meetings, and other forms of virtual interaction.

The purpose of the article is to explore the key aspects of digital education, identify the necessity of adhering to ethical norms in online communication, taking into account

the characteristics of the digital society, and analyze the issues of digital etiquette that influence the development of the digital education system in Kazakhstan. It highlights that scientific research on digital etiquette in Kazakhstan's education system is still underdeveloped and that additional scientific methods and recommendations are needed for its integration into the educational process.

History

We live in the digital era, with over five billion people worldwide using the Internet. Internet technologies have become an integral part of our everyday lives, offering incredible possibilities. Through the internet, we can connect with like-minded individuals across the globe, work remotely, and store projects in the cloud. While these technologies offer great opportunities, they also require a high level of responsibility.

Although the internet enables new forms of communication, which differ significantly from face-to-face interactions, it raises numerous questions for users regarding rules of conduct in online spaces.

Digital etiquette reflects the principles of communication etiquette in the virtual world and represents a unique socio-cultural phenomenon of digital civilization.

Before defining digital etiquette, it is essential to identify the fundamental principles that shape its characteristics. This process begins with examining the concept of etiquette as a phenomenon.

Ethics is a branch of philosophy that studies the norms of human behavior and moral principles. Ethics helps us make decisions and act in accordance with our values and beliefs', determining what is right and wrong, what is good and bad, what is fair and unfair.

Etiquette is a set of rules and norms that regulate human behavior in society. It defines how a person should behave in various situations and what ethical and moral standards should be observed. Etiquette helps people to be good in relationships and show respect for others.

Ethics and etiquette are closely related. Ethics defines the main principles and values that underlie etiquette. Etiquette, in turn, clarifies these principles and norms of behavior in different situations and contexts.

The origin of the term» etiquette «in French dates back to the era of Louis XIV,» La etiquette « means a way of behavior [2].

Researchers generally agree that the formation of etiquette is a long historical process during which, as L. S. Likhacheva writes, certain forms of human behavior (interaction) are gradually established, refined, and normatively fixed, acquiring cultural significance [3].

A. I. Titarenko further emphasizes that these behavioral forms do not emerge spontaneously or purely from individual subjectivity, but are grounded in practical activity, gradually acquiring moral and value-based significance and becoming functionally embedded within social structures [4].

The development of digital technologies and the global Internet network has formed a new system of values and contributed to the change of traditional social norms. This has determined the need for digital etiquette as a normative and ethical regulator of communication in the virtual environment.

In the early days of the Internet (Web 1.0), Virginia Shea (1994) developed the first official set of rules to regulate communication, the Guide to Netiquette. It included rules for behavior in email, chat rooms, and forums that required politeness and etiquette[5].

The rapid development of digital technologies and the global expansion of the Internet have led to the emergence of a new system of values and value orientations, which are shaping the "formation of an innovative, personal, and creative culture". However, these innovative technologies and communication tools, while transforming the value paradigm, also contribute to the

devaluation of traditional values that have long served as the foundation for societal development. Therefore, there is a need for digital etiquette as a normative and ethical regulator of communicative interaction in the «digital space».

The development of the digital space determines the presence of network etiquette, netiquette, digital etiquette in the virtual world, reflects the features of etiquette communication in the virtual space and forms new rules of the culture of behavior.

In the 2000s, network etiquette evolved with the introduction of the "Blogger's Code of Conduct" (2007), created by T. O'Reilly and J. R. Tolkien Wales. This code presented new guidelines for online behavior in response to the growth of the blogosphere and the functional changes brought about by Web 2.0 [6]. In the 2000s, network etiquette was supplemented by the "Blogger's Code of Conduct" (2007), the authors of which, T. O'Reilly and J. Wales, formulated the basic rules of conduct on the Internet in new situations [6].

Experts note that the rules put forward by O'Reilly and Wales are an extension of Shea's original netiquette guidelines, with key differences arising from the shift to blogging and interactive platforms.

A significant development with Web 3.0 is the integration of the Internet with the physical world, leading to the concept of "phygital" (a combination of physical and digital realities). The new form of interaction known as "fijital" interaction represents a qualitative shift in the way we engage with both virtual and physical environments. One example of such interaction is the video conferencing format, which takes place interactively [7]. As a result, realizing the essential characteristics of etiquette in a virtual environment, digital etiquette is formed in the Web 1.0 and Web 2.0 spaces as a normative and ethical regulator of communicativeness, using all types of communication etiquette (interaction on the internet: writing, behavior and speech), unlike Netiquette, which focuses exclusively on the written format. Digital etiquette can be considered Netiquette 3.0 as a complex, systematic concept compared to Virginia Shea's netiquette 1.0 and Tim O'reilly's netiquette 2.0. This, in turn, means that a new level of culture of behavior on the internet is being updated, conditioned by knowledge and mastery of the features of digital technologies. On the other hand, in New conditions, the role of the cultural and educational function of etiquette, aimed at introducing the individual into the system of values accepted in society, aimed at considering others/others as values, increases. Although the concepts of network etiquette (netiquette) and digital etiquette are similar, they have certain differences. These differences are reflected in the scope and scope of their application.

Network etiquette (netiquette) refers to the rules of conduct on the internet and on any platform that is connected via a network. Netiquette is mainly focused on the rules that are followed when communicating online: in social networks, forums, emails, chats, etc. Network etiquette (netiquette) often focuses on maintaining mutual respect and politeness in online communication, the structure and style of messages, and online discussions.

Digital etiquette is a broader concept and includes rules of behavior that must be observed when using digital technologies not only on the internet, but also in general. In addition to network communication, this concept includes norms of behavior when using gadgets, software, applications, data protection, digital security, correct use of information and other aspects. Digital etiquette includes not only communication on the internet, but also responsibility in the use of digital tools in general. The development of digital etiquette is closely linked to the development of the Internet and digital communications. The stages of its formation can be considered through several important stages (Table1):

Table 1. Stages of the formation of digital etiquette

Stage	Year	History of origin
The emergence of the internet	1970-1980 years	The origins of digital etiquette are associated with the ARPANET network of the 1970s. At this time, scientists exchanged information via the Internet, and the first rules of the culture of communication on the network began to form
		With the advent of Usenet and email in 1983, the first rules of netiquette appeared, and users began to focus on the culture of writing letters and sharing information.
WWW and netiquette formation	1990 year	The widespread use of the Internet and the WWW system in the 1990s led to a sharp increase in the number of users. During this period, Digital Etiquette became a necessity, and preserving the culture of online communication became an urgent problem
		The Netiquette Guidelines, developed by Virginia Shea in 1994, was the first official set of rules for Internet users. It systematizes the norms of compliance with ethics by e-mail, chat and forum
Social networks and mobile communication	2000 year	The development of the Internet and the spread of social networks (Facebook, Twitter, Instagram) in the 2000s increased the relevance of digital etiquette. The free opinion of users required a revision of ethical standards. During this period, Digital Etiquette was seen as a cultural and moral norm, and issues such as trolling and cyberbullying reinforced its significance.
Pandemic period	2020 year	During the COVID-19 pandemic, online education, work and social relationships expanded, and the importance of digital etiquette increased. The culture of video conferencing and online classes developed, etiquette norms adapted. UNESCO and World Economic Forum developed digital ethics tutorials for teachers and students and highlighted its importance

The formation and development of digital etiquette was due to the development of the internet and the expansion of types of interaction in the online environment.

Materials and methods

Several scientific methods were used in the research work. A review of domestic and foreign literature on the topic of research by analyzing theoretical and regulatory sources was carried out. This method made it possible to reveal the content of the concept of digital etiquette, its role in the education system. Based on systematization and generalization methods, the obtained information is structured, the main theoretical concepts and conclusions are formed.

The research materials were digital educational platforms in Kazakhstan, the database of the National Center for Scientific and Technical Information (NNTAO), RSCI (index of scientific publications in Russia), eLIBRARY - an online platform of Russian scientific articles and journals, international scientific databases: Information and scientific databases, such as Google Scholar, Scopus, Springer. Based on scientific articles, dissertation studies and conference materials from these platforms, a content analysis was carried out comparing scientific approaches to the topic of digital etiquette.

The study was based on descriptive methodology. During the study, the content analysis method was used, the basic concepts and content of scientific publications and regulatory documents related to digital etiquette were analyzed.

As a sample, more than 20 scientific articles were obtained, the study report. Sampling was based on the principle of purposeful sampling, and only materials directly related to digital etiquette were selected.

Study tools included bibliographic review, content analysis tables, source comparison charts, and literature management.

Results and discussion

The issue of digital etiquette has attracted the attention of researchers from various fields, including linguists, political scientists, sociologists, cultural experts, educators, and others.

Recent studies highlight the interdisciplinary nature of digital etiquette. Research by foreign scholars emphasizes that digital tools contribute to making education more comprehensive and accessible, particularly by playing a key role in maintaining communication between educators and learners in distance education. In this context, special attention is given to digital security, underscoring the need to follow digital etiquette and safety rules. Accordingly, efforts are being made to develop digital security standards and practical tools to prevent threats in the digital environment, such as the spread of misinformation, cyberbullying, and harassment. Their goal is to create a safe digital environment for all users, governments of different countries, technology companies and academic institutions are working together to solve this problem. These studies allow us to delve deeper into the theoretical and practical issues related to digital etiquette and effectively apply it in pedagogical processes.

International studies comprehensively consider the social, psychological and pedagogical aspects of digital etiquette. Robinson Joy and Howard Rheingold describe the structure and culture of digital communications and propose new norms in online communication [8, 9]. Rheingold makes the case for the link between online etiquette and digital literacy. Uğur Oral considers politeness, tolerance and respect in communication in a virtual environment as the main requirement [10].

Maxi Heitmayer and Robin Schimmelpfennig consider digital etiquette in relation to social norms and analyze the process of its adoption and adaptation [11]. Eric Schmidt and Jared Cohen emphasize the connection of digital ethics with security and suggest ways to maintain order in the online space [12]. And John Suler explains the impact of anonymity on behavior with the concept of «Online Disinhibition Effect [13].

In the educational context of the study, Tahani Al-Khatib, Mike Ribble, and Christine Greenhow clarify the role of digital etiquette in the development of digital citizenship[13,14]. Mike Ribble justifies the need to teach in schools by offering 9 elements of digital etiquette [15]. Howard Gardner considers the impact of the digital environment on the personal development of young people [16], and Christine Greenhow emphasizes the importance of ethical compliance in online learning [17]. In addition, research by Charin Mangkhang and Nitikorn Kaiupanyi assesses Digital Etiquette in terms of global citizenship, particularly highlighting the role of social discipline teachers [18].

Speaking about the studies of Russian digital etiquette and the culture of communication on the Internet, L. Duskaeva draws attention to the media-linguistic features of speech etiquette on the Internet [19]. Studying the problem of digital business etiquette in the conditions of distance learning, R.I. Mamin characterizes it as the most important element of the new communication space. His work covers the cultural and philosophical aspects of digital reputation management and interaction [20]. Joint research with E.V. Pirainen is aimed at creating a digital culture in the field of education [21].

From a practical point of view, O.V. Lukinova presents the ethical rules for digital communication on specific platforms (instant messengers, social networks, e-mail) and describes ways to prevent conflicts [22]. G.V. Valeeva considers Digital Etiquette as an alternative to moral standards in higher education and puts forward the need for its offi-

cial codification [23].

While L. V. Vyushkova and A. A. Vyushkova offer legal and methodological foundations for introducing digital etiquette norms into the pedagogical process, N. M. Galimullina and her colleagues describe ways of practical application of etiquette through the study of the experience of digital communication of students [24, 25].

There are several studies and projects on the topic of digital etiquette in Kazakhstan. For example, L. G. Gumilyov ENU is preparing an educational and methodological manual within the framework of the project «scientific and methodological foundations of the formation of a network communicative culture and digital etiquette of teachers and students in universities», headed by Doctor of Pedagogical Sciences, Professor Seitkazy Perizat Baiteshovna. This project will cover theoretical, ethical aspects of digital etiquette and network communication culture [26].

At Abay University, a research project titled "Configuring the System of Formation of a Network Communication Culture and Digital Etiquette for Teachers and Students in the University's Online Community" is being conducted under the guidance of Doctor of Pedagogical Sciences, Professor Ulzharkyn Muslimovna Abdygapbarova. The project plans to develop a Digital Etiquette Code, establish a Roadmap for Network Communication Culture, and design unique educational programs on digital etiquette for both educators and students. This project plays an important role in the development of digital etiquette and network culture, which are essential for ensuring effective communication within the educational system [27].

Maksat Sadvokasov and Kulshat Medeuova in their article «Trends in digital ethics» study the phenomenon of Digital Ethics, its concepts and categories, as well as the application of Digital Ethics in various fields. The article analyzes terms and criteria in the fields of Information Ethics, computer ethics and Applied Ethics [28].

Foreign research focuses on digital citizenship, cybersecurity, and digital literacy, while Russian and Kazakh research focuses on ethics in philosophical, methodological, educational, and social communication. In the process of analyzing research, many terminological synonyms are used for the concept of «digital etiquette». Among them, the most commonly used are: computer ethics, information ethics, network ethics, digital media ethics, cyber ethics. The following are definitions of terms related to ethical issues in the digital environment (Table 2).

Table 2. Digital ethics and its terminological synonyms

Term	Definitions
Computer ethics	Computer ethics refers to a set of moral norms and principles that govern the interactions between individuals in virtual spaces created through computer technology.
Information ethics	Information ethics is a branch of ethics that addresses the moral issues associated with the development and use of information and communication technologies (ICT), including the global Internet.
Network ethics (Netiquette)	Network ethics (Netiquette) refers to a set of rules and behavioral norms that govern interactions in an online environment. It encompasses guidelines for courtesy, respect, privacy, and security when using the Internet and social media platforms.
Digital media ethics	Digital media ethics-covers the entire range of ethical problems arising in the digital media environment, being a consequence of the development of digital information and communication technologies.
Cyberethics	Cyberethics deals with ethical and social issues related to computer technology, quality of life, cyberspace, and networked society.

Digital ethics is a broad concept that covers specialized areas of the above-mentioned terms. All world studies emphasize the importance of digital etiquette and analyze important aspects of the development of communication culture in a digital society.

Based on the digital etiquette research we analyzed above, we can draw the following conclusions:

- Digital etiquette includes not only rules of linguistic communication, but also cultural, social, psychological and legal norms. This point to the need to expand its application in the education system.

- in the studied foreign works, the role of digital tools in improving the quality of education, aspects of digital literacy, cybersecurity and the formation of digital citizenship dominate. But in these works, Digital Etiquette is not associated with specific pedagogical processes.

- Russian researchers are investigating the impact of digital etiquette on linguistic culture, social norms and moral education. However, these studies do not systematise pedagogical tools for developing digital etiquette skills.

- Although several projects by Kazakhstani scientists are aimed at studying digital etiquette in education, at the present stage, these studies are mainly at the project stage. The problem of systemic integration of digital etiquette into the educational process and the provision of specific pedagogical methods and approaches has not yet been sufficiently addressed.

- It has been established that various synonymous terms are used in research: 'digital ethics', 'information ethics', 'network ethics (netiquette)', 'cyber ethics'. Although these concepts have similar aspects, they have specific features in the context of their application. Digital ethics should be considered as a broad category encompassing all these concepts.

- Although the literature under review contains a large number of theoretical propositions on digital etiquette, specific methodological recommendations for their use in the education system are rare.

Digital etiquette is one of the most important values in today's educational space. As analysis of scientific works shows, digital etiquette is not just a culture of communication, but a complex phenomenon aimed at shaping the professional, ethical and social responsibility of teachers and students in the digital environment.

However, today, the lack of systematization of teaching methods and practices on digital etiquette, the failure to take into account national characteristics and linguistic contexts, and the lack of research into the specifics of teacher-student relationships are causing problems. To address this issue, it is important to study in greater depth the role of digital etiquette in the education system and its impact on the learning process in the Kazakh context, as well as to examine effective relationships between students and teachers, cultural characteristics, language policy, and ethical issues in online education. Studying these aspects can help improve the integration of digital etiquette into the education system and supplement theoretical and practical knowledge in this area.

Conclusion

The issue of digital etiquette plays an important role in modern society, as the widespread use of the internet and digital tools impacts communication culture, security, and harmony between people. The relevance of this topic is particularly evident in Kazakhstan, where the level of digital literacy and digital inequality are significant issues.

Research shows that in Kazakhstan, digital etiquette and the culture of online communication are still in the process of development, but face many challenges and obstacles. Among the factors contributing to this is unequal access to digital tools, cultural differences, varying levels of digital literacy,

as well as the incomplete development of communication culture on the internet.

While foreign research has comprehensively explored the theoretical foundations and practical solutions related to digital etiquette, studies in Kazakhstan are still in their early stages. However, the contributions of Kazakhstani scholars, educators, and researchers represent significant steps toward addressing issues related to digital etiquette in the educational system.

Currently, in many schools in Kazakhstan, the basic concepts of digital literacy are taught as part of the informatics curriculum or additional classes. Special programs and training sessions are organized to help students develop proper internet usage skills, and the use of digital tools is being expanded. Establishing digital etiquette is a long-term and systematic effort. Therefore, it is necessary to carry out work in this direction systematically in schools, universities, and society as a whole. In Kazakhstan, it is important to apply comprehensive scientific methods to develop the educational process related to digital etiquette and to increase digital literacy in society.

Based on the research and analyses in this article, we suggest the following recommendations:

- Update educational materials and tools for digital etiquette, and introduce interactive textbooks and platforms.

- Introduce a special subject or blocks dedicated to digital etiquette into the school curriculum.

- Develop special courses or modules on digital etiquette at universities and include them in higher education curricula.

- Develop specific codes of conduct and rules for digital etiquette in educational institutions.

- Implement digital etiquette standards in distance learning programs and platforms.

- Support research and scientific projects

on digital etiquette, digital citizenship, and online communication culture.

We believe that there measures will contribute to further research on digital etiquette issues in Kazakhstan and support the development of effective pedagogical methodologies.

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Формирование цифрового этикета: основные тенденции исследований в сфере образования

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Аннотация. В данной статье рассматриваются вопросы цифровой этики, цифрового образования и соблюдения этических норм в постиндустриальном обществе, а также особенности цифрового общества в контексте основных ценностей информации и знаний и трансформации традиционных моральных норм. В данной статье всесторонне анализируются исследования зарубежных, российских и казахстанских учёных, посвящённые цифровому этикету. Рассматриваются основные идеи, выводы и рекомендации исследователей. Авторы подчёркивают актуальность проблемы цифрового этикета в Казахстане и отмечают недостаточную развитость научных исследований в этой области, особенно в сфере образования. В статье предлагается разработка специализированных курсов и учебных модулей по цифровому этикету, а также поддержка научных проектов, направленных на изучение культуры онлайн-коммуникации, что позволит совершенствовать педагогические методики. Авторы акцентируют внимание на необходимости глубокого изучения вопросов цифрового этикета в Казахстане для создания эффективной системы образования, соответствующей требованиям цифрового общества. В качестве методов исследования применены анализ теоретических и нормативных источников, систематизация и обобщение материала. Статья основана на данных платформ цифрового образования, научных журналов и международных исследовательских баз и направлена на углубленное понимание важности цифрового этикета.

Ключевые слова: цифровой этикет, кибербезопасность, цифровое гражданство, этические нормы, цифровая пространство.

Цифрлық этикеттің қалыптасуы: білім беру саласындағы зерттеулердің тенденциялары

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Аңдатпа. Бұл мақалада постиндустриалды қоғамдағы цифрлық этика, цифрлық білім беру және этикалық нормалардың сақталуы мәселелері мен цифрлық қоғамның ерекшеліктері, ақпарат пен білімнің негізгі құндылықтары контексінде дәстүрлі моральдық нормалардың трансформациясы талданады. Бұл мақалада шетелдік, ресейлік және қазақстандық ғалымдардың цифрлық этикетке қатысты зерттеулері жан-жақты талданады. Зерттеушілердің негізгі идеялары, тұжырымдары мен ұсынымдары қарастырылады. Авторлар Қазақстандағы цифрлық этикет мәселесінің өзектілігін атап, білім беру саласындағы ғылыми зерттеулердің әлі де жеткіліксіз екенін көрсетеді. Мақалада цифрлық этикетке арналған арнайы курстар мен оқу модульдерін әзірлеу, сондай-ақ онлайн қарым-қатынас мәдениетін зерттеуге бағытталған ғылыми жобаларды қолдау арқылы педагогикалық әдістемелерді жетілдіру ұсынылады. Авторлар цифрлық қоғам талаптарына сәйкес

тиімді білім беру жүйесін құру үшін Қазақстандағы цифрлық этикет мәселелерін терең зерттеудің маңыздылығын көрсетеді. Зерттеу әдістері ретінде теориялық және нормативтік дереккөздерді талдау, материалды жүйелеу және жалпылау қолданылған. Мақала цифрлық білім беру платформалары мен ғылыми журналдар және халықаралық зерттеу базаларының мәліметтері негізінде жазылған және цифрлық этикеттің маңыздылығын тереңірек түсінуге бағытталған.

Кілтті сөздер: цифрлық этикет, киберқауіпсіздік, цифрлық азаматтық, этикалық нормалар, цифрлық кеңістік.