

# Communications as an ESG factor of sustainable development: analysis of the media discourse of social networks

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**Abstract.** The problematization of the study is based on the identification and analysis of social factors of sustainable development. In the ESG system, communication factors help shape the public space. The problems of ESG principles and factors are increasingly reflected in today's media news, which is manifested in the growth of publicity and replication of this topic in social media.. The article examines the influence of new media on public relations and relations, on the processes of socialization of new generations entering life. The modern media industry is transforming business models and management decisions driven by trends for sustainable development, significant changes are taking place in socio-cultural life, in the field of media and communications. Social media plays an important role in ensuring sustainable development. Communications that are initiated in the information space make it possible to convey the meanings of the values of sustainable development to audiences using various tools and media channels. The accounts of various social networks generate and retransmit content that can contribute to the promotion of the principles of sustainable development. The analysis of the media discourse of social networks made it possible to identify the pain points of this process. The research is aimed at identifying the specifics of public relations, the formation of a culture of media behavior in social networks of representatives of different generations and the importance of communication in order to implement the concept of sustainable development.

## 1 Introduction

Media communications through the Internet for the recent years have become both the most topical and aggressively developing scientific fields. Internet space impact on social ties and relations, processes of socialization of the new generations entering upon life, development of their values-based orientations, civil and social-and-cultural identity is one of the most discussed issues. In this context, the problem of media communications and media behavior by representatives of the educational and academic community in the social media becomes important not only from a scientific point of view, but also practically. The

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social network is a model that reflects social reality, the ties between various social actors, their personal and civil identity. The transformation of the media and educational space is directly related both to social-and-cultural changes in society, and the increasing requirements for educators’ media culture. This multidimensional topic needs for more in-depth and complete study; this problem is being still insufficiently addressed in the scientific literature. There are separate publications that focus on media literacy, the future educator’s personality shaping in modern media space, and the communicative strategies of social media discourse [1-18].

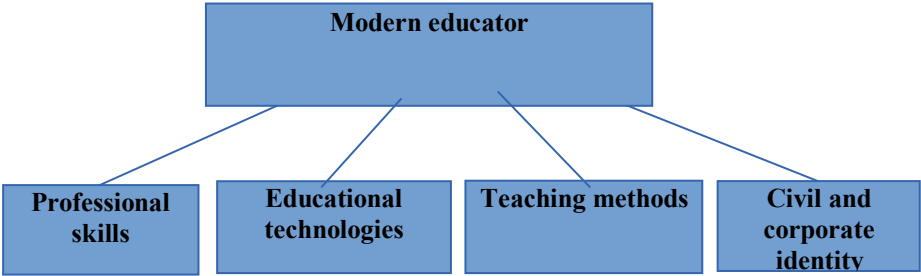
Today, the turbulence of media space, the influence of media on society in a situation of acute geopolitical crisis having got sharp increase, reinforces this range of problems once again.

Should an educator go to social media? What are the goals of creating accounts, the content to be posted and the behavior pattern to be implemented in the media space?

**2 Materials and methods**

In modern society, an educator’s professional competence shaping is delivered using various tools including the Internet. Today, many educators have got the personal social media accounts, the professional networking communities are created; there are various platforms and resources on the Internet that allow you to receive training, retraining, and upgrade educators’ qualification.

The modern educator’s image model is represented by the competence-based approach. The Federal State Educational Standard determines the key competencies of the modern educator, including the educational, communicative, social and personal competencies, as well as contains the following components: values, goal-setting, professional skills, educational technologies, teaching methods, civil and corporate identity. The model of a modern educator is shown in Figure 1.



**Fig. 1.** The model of a modern educator.

The figure shows a modern educator’s model with the values and goal-setting as the core. In this model a civic engagement and corporate identity being transmitted directly or indirectly through social media, take on great importance.

During our study, we were to identify the specifics of content being posted by educators to Vkontakte, Instagram (Instagram is a banned organization in the Russian federation), Tiktok, whether this content contributes to media culture shaping. We’ve analyzed the educators’ accounts of such educational institutions of the secondary general education as schools, lyceums, gymnasiums.

The main method was the semantic and contextual analysis of the educators’ personal account content. A content of 319 accounts of teachers from the secondary general and vocational educational institutions was investigated. The territorial scope has covered

Moscow, St. Petersburg, Rostov-on-Don, Krasnodar, Goryachiy Kluych, Michurinsk, Sochi, Taganrog, Yoshkar-Ola, Elista, Donetsk, Samara, Kirishi, Novosibirsk, Volgograd, etc.

The performed analysis has made it possible to articulate and substantiate the author's position on such discussion issues as the necessity, goals, conditions and the presence models of primarily secondary educational institutions' teachers on social media.

3 Discussions and results

In the process of research 319 personal accounts of the educators were analyzed. It enabled to identify differences in the rate of intergenerational educators' engagement in social media. Thus, out of 319 accounts, 201 belong to educators' aged 23 - 45 years, that is 63%. Representatives of the older generation - over 45 years old - 118 accounts belong to them (37%). The age and number of the studied accounts are presented in Table 1.

Table 1. Age of educators and number of accounts.

Educator's age	Number of accounts
23-25+	201 (63%)
45+	118 (37%)

Increased use of social media by young teachers is well-anticipated and understandable fact. However, despite the different activities and the rate of intergenerational teachers' engagement in social media it can be concluded that this communication channel is increasingly utilized by the academic community.

Table 2. shows the distribution of teachers' personal accounts by various platforms. It should be considered that a number of educators have several personal accounts in different social media.

Table 2. Educators' personal accounts distribution on social media.

Educator's age	Social media			
	Vkontakte	Instagram	Tik-Tok	Odnoklassniki
23-25+	157 (78%)	163 (81%)	23 (11,4%)	62 (31%)
45+	79 (67%)	46 (39%)	9 (7,6 %)	(74%)

The most popular among the generation 23+ are VKontakte and Instagram media. In 2020-2021 Tik-Tok also began to be extensively used by teachers. Thus, in October 2021 Tiktok in cooperation with the Ministry of Education of Russia held the #Uchis'vTikTok contest participated by schoolteachers, educators of the pedagogical universities and colleges from various regions of the country [19]. However, after start of the special military operation in Donbass and sharp escalation of the information confrontation between Russia and Western countries, as well as designation of Instagram and YouTube media as the foreign agents, and restrictions on Tik-Tok functions, the engagement of users-educators on these platforms has significantly decreased.

The older generation (45+) teachers' account content analysis revealed that they considered them mainly as a personal, private space good for posting culinary recipes,

photographs of their crafts, celebrating church holidays. Sometimes profiles are used to implement the social mission - search for people, targeted fund-raising, gathering volunteer groups [20]. Professional problems, school plots in these accounts are a rarity that in our opinion is largely due to the professional burnout of the teachers over the time.

Generation 23-25+ teachers' personal accounts are more often focused on representing professional successes and demonstrating corporate identity. For example, a university student Mira, future educator and other young educators [21].

One of the most common stories is parodies of themselves and own work. Quite a well-known example represented by the accounts in social media of Belgorod teacher Andrei Fedotov [22].

However, the desire to maximize the number of subscribers while using non-standard formats to present the content, often lead to private boarders' violation and disregard for the ethical norms of the teacher. So, one of the Russian language teachers keeps her account in Tik-Tok under the nickname «russuchka» [23].

In the account of another literature teacher a significant place is given to bed photo sessions against which she recommends her students to read quite controversial works. Thus, she advises to read A. Kon's book «Bringing up children wholeheartedly. No rules, no conditions», where the author reveals the secrets of unconditional love for children «as opposed to foolish permissiveness and parental control» [24].

This kind of content has heightened the debate on the use of social media, blogs for communication by the educators.

Part of heads of the educational institutions advocated the active use of social media and educators' accounts in communication with students, also calling for studying with Tik-Tok, VKontakte, and Instagram. In April 2021, Tik-Tok platform announced the launch of the campaign #UchisivTikTok» that has been actively supported by the Moscow Education Department, Moscow State University named after M.V. Lomonosov, National Research University Higher School of Economics as well as a number of other entities. At the same time, N. Lapina, the TikTok leading operating manager, having noted that more and more professionals come to TikTok – like educators and experts who share knowledge and inspire the community to learn new», and she recognized: «Surely, TikTok is not an educational platform, but here you can learn a lot of new, useful and interesting things in the easy, short and not boring edutainment-format. Our authors will share the recipe of delicious cottage-cheese pancakes, show well-functioning fitness exercises, can help to enrich your English vocabulary, and can tell about string theory and space exploration » [25].

According to academician E. Yamburg, «Internet and social media is a completely objective reality in which the whole world lives. There will be no going back. Today teacher's work in social media is very important, normal and very positively perceived by children. You can't go forward with your head turned back...» [26].

However, another part of the professional community believed that free access to unverified, destructive content has been inadmissible and violated The Federal Law №436 dated December 29, 2010 «Protection of children from information harmful to their health and development» [27]. As an example, let us cite the statement of a public figure, writer, and creator of a resource NARASPUT'IE.RU, A.Afanasiev: «...The policy of the Ministry of Education looks like a monstrous sabotage: children are being forcibly dragged into social media, into this alternative environment where our laws don't work... This is especially true of «TikTok», the dirtiest social media today...» [28].

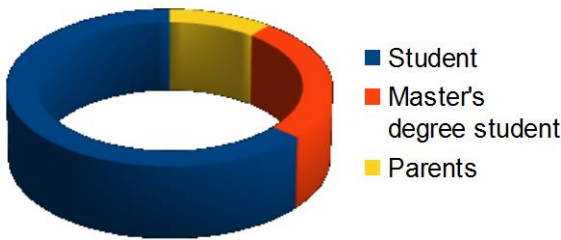
The heat of the moment brought to attention of the Ministry of Education the problem, and attention has grown considerably as its management emphasized that new communication technologies have been important not only as learning tools, but above all as the tools of pastoral work. So, Minister of Education of the Russian Federation, S.

Kravtsov in an interview on the eve of the All-Russian Forum «Teacher is the future of Russia» (2021) has stressed: It is important for us not only to give a child knowledge, but also to raise him, to lay down the moral values being necessary for a successful life» [29] .

Due to transition of schools to distance learning in spring 2021 teachers' personal pages were increasingly used as a learning and teaching resource. Today about 10% of teachers' pages in Instagram and VC contain various teaching materials.

Account analysis revealed the trend of their commercialization by the owners both through advertising and as a platform for implementation of its teaching and methodological developments [30].

The final phase of teachers' personal account study was a series of meetings with focus groups to identify the target audiences' vision of the normative model for teachers' behavior in social media, from the target audience's point of view. Such audiences are parents of school children, school children themselves and students. Participants are shown in Figure 2.



**Fig. 2.** Distribution of focus group members.

The focus groups revealed that freshmen believe that the post on the teacher's page can be anything except boring. They noted that they had always been concerned to know the details of their educators' private life. Opening a door to privacy makes them curious. Schoolchildren perceive the teacher as an example of diverse imitation, including in private life. Master's degree students believe that young teachers should develop criteria for selecting themes for their posts. In their opinion, the teacher should have several accounts on different media – separate one to communicate with the narrow circle of friends and family, another one for communication with students and parents, and the separate page for posting methodological materials.

Parents believe that even in social media the teacher should act as a teacher and mentor, have pages for communication with school children and parents. They supported the publication of teaching materials on the teacher's page. Teacher's private life can be represented only by «official» family photos.

Thus, with aging the requirement to filter posts towards making the pages more official, increases.

## 4 Conclusions

The authors of the study identified differences in the rate of intergenerational educators' engagement in social media, as well as analyzed the content of teachers' personal pages in statistical terms (age specific requirements). The level of privacy on educators' pages on

social media (established practices and focus groups' evaluations) depends on age, and the level of privacy needs to be determined in collaboration with different categories of users. The transmitted models of social behavior, civic engagement, and values-based orientations of the educators have a kind of uncertainty. It is necessary to note differences in teachers' self-presentation depending on the social characteristics of the target audience and the technical characteristics of the social media.

The post-pandemic impact on the content as a result of the distance learning introduction continues on secondary school teachers' personal pages (presence of methodological materials, interest in developing distance lessons).

In general, it should be noted that there is a lack of proper media culture for keeping public accounts of future educators. For example, visual and textual content analysis revealed a lack of clear understanding of account management objectives, absence of unified concept and style, randomized principle for materials posting. At the same time, an educator using social media as a tool of youth engagement has to influence the socialization and development of the student's personality, as well as shaping their social patterns in the new reality.

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