

PEACEBUILDING STRATEGY IN TRAINING OF YOUNG SCIENTISTS IN CONDITIONS OF INFORMATION RISKS



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The *relevance of the topic* of this paper is determined by the transformation of information society which creates both benefits and risks. Hybrid wars are one of the information risks consequences. In the scientific theory the informational challenges of hybrid warfare include informational occupation of regions, spread of disinformation and propaganda. The strategic information confrontation is a real instrument which is used by Russia in its previous hybrid war against Ukraine as well as in its current real aggression in Ukraine. In conditions of the real war in Ukraine this instrument is continued to be used by Russia and creates new social challenges for the whole world. *The subject of the study* is an overview of scientific publications in the field of development of information society, information risks, peacebuilding strategy in the training of young scientists etc. *The aim of this study* was to conduct a thorough analysis of the publications and legislative documents devoted to the countermeasures of Ukraine in hybrid war with Russia on the information sphere, especially in the work with young scientists. The analysis revealed that the formation of peacebuilding strategy with countermeasures against information risks should be implemented by higher education establishments in the training of young scientists such as PhD students and closely connected with both national legislative documents regulating PhD studies and international legislation in the field of human rights protection.

Keywords: international law, peacebuilding strategy, countermeasures, hybrid wars, young scientists, information risks, higher education establishments, social challenges.

Introduction

The statement that the “information revolution” leads to significant transformations of society has now become an axiomatic truth that has even entered educational literature [20]. As noted in the analytical report *Information Society in Ukraine: Global Challenges and National Opportunities* prepared by the *National Institute for Strategic Studies* in the field of practical policy the main value orientations of the information society are not only the increase of national competitiveness due to the development of high-tech sectors of the economy and human potential, primarily in highly intellectual fields of work; improving the quality of life of citizens due to economic growth, providing easy and universal access to information, knowledge, education, services of health care institutions and administrative services of state authorities and local governments, as well as due to a significant expansion of employment opportunities for citizens, increasing social protection vulnerable sections of the population due to the widespread use of information and communication technologies; but also promoting the establishment of an open democratic society, which will guarantee the observance of the constitutional rights of citizens

regarding participation in public life, the adoption of relevant decisions by state authorities and local self-government bodies [17].

Materials and Research Methods

The research is based on methods of descriptive, formal logical and comparative legal methods, analysis the modern scientific studies.

It is necessary to emphasize that the information society in addition to the obvious positives also contains certain risks that we have no right to ignore. And scientists are already actively writing about these risks [1-16]. Unfortunately, the information society, given its immanent properties, is fertile material for waging hybrid wars. As noted by I. M. Sopilko the informational challenges of hybrid warfare are quite different in nature and have both a local/short-term dimension, for example, the informational occupation of certain regions, the spread of unprecedented volumes of disinformation and propaganda, and a more abstract/long-term dimension, for example despair in the means of mass communication of the international public [18, c. 61-69]. In view of the above the author even comes to the conclusion that the need for the adoption of the information code of Ukraine is ripe, in which legislation would be systematized, separate institutions of information law, procedures and mechanisms would be regulated, administrative and technical functions related to information support would be separated, etc. [18].

T. Tkachuk, deputy head of the department of the organization of protection of information with limited access of the Educational and Scientific Institute of Information Security of the National Academy of the Security Service of Ukraine, notes that along with a purely selfish goal in modern conditions informational threats are associated with inciting inter-ethnic, inter-confessional and other enmity, discrediting law enforcement systems and state authorities in general harming the honor, dignity and business reputation of individuals, including public ones, creating an “enemy image”, “zombifying” the population in order to create conditions for mass consciousness management. At the same time the potential of the information sphere due to its integrative nature and the ability to “penetrate” other spheres of society as a result of their information service is not yet sufficiently understood by politicians and law enforcement officers (with the exception of cybercrime detections) but it is successfully used by representatives of organized criminal communities and political opponents of our state. The strategic information confrontation is now a dangerous component of the hybrid war launched by Russia against Ukraine and the main threat to the information security of our country today remains the threat of the enemy’s influence on the information infrastructure, information resources, on society, the consciousness and subconsciousness of the individual in order to impose his own system of values, views, interests and decisions in vital spheres of social and state activity [19, c. 182-186].

Main Provisions

Currently, in conditions of the Russian invasion in Ukraine, Russia continues to use this information confrontation instrument. OECD admits that “destroyed lives, destroyed homes and destroyed infrastructure are the immediate consequences of Russia’s aggression in Ukraine” [27]. It also creates great social challenges for the whole world.

It is clear that if there are threats then there must be countermeasures against them. It is necessary to work on the prevention of negative phenomena. In this aspect work with the younger generation takes on an important role, which should be aimed precisely at preventing enmity between different population groups. As we can recall even before the beginning of the confrontation in Ukraine in 2013-2014 the Russian Federation pursued an active policy of inciting confrontation in Ukrainian society. In particular an active advertising campaign was conducted to divide the population of Ukraine into “types” depending on the region of residence. Unfortunately it is necessary to admit that both society and state authorities underestimated the danger for Ukraine from the Russian Federation’s implementation of such a policy on Ukrainian lands. Instead inaction in countering this threat significantly eased the Russian military’s task of occupying the territory of the Autonomous Republic of Crimea and parts of the Donetsk and Luhansk regions.

Analyzing both the current rhetoric of high-ranking officials of the Russian Federation and the policy that pro-Russian political forces are trying to implement in Ukraine, we can conclude that the Russian Federation is working even more actively to spread ideas of intolerance and discord in Ukrainian society and is trying in every way to provoke an internal conflict among Ukrainians. For example Russian authorities at the highest level of the Minister of Foreign Affairs of the Russian Federation [25] proclaimed permanent statements that the events in the East of Ukraine were not caused by the intervention of the armed forces of the Russian Federation, but is a consequence of the civil war.

In the aspect of countering the threats produced by the Russian Federation and its fifth column in Ukraine work with citizens becomes important. First of all, with those in which the worldview is being formed. And if the issue of the formation of tolerance as a prerequisite for the development of peacebuilding in Ukraine in secondary education institutions has already been the subject of consideration [21], as well as among the student youth of higher education institutions [22], then the issue of the implementation of the peacebuilding strategy in the training of young scientists by higher education institutions remains in fact unresearched. Despite the fact that in accordance with part 1 of Article 5 of the Law of Ukraine “On Higher Education” the educational-scientific/educational-creative level at which the training of young scientists takes place belongs to higher education: “The third (educational-scientific/educational-creative) level provides for the acquisition by higher education students of the ability to solve complex problems in the field of professional and/or research and innovation activity” [28]. As stated in the Resolution of the Cabinet of Ministers of Ukraine “On approval of the Procedure for the training of higher education candidates for the degree of Doctor of Philosophy and Doctor of Science in institutions of higher education (scientific institutions)”, the curriculum of postgraduate studies (adjunct studies) must contain information on the list and scope of academic disciplines (30-60 credits of the European Credit Transfer and Accumulation System, the sequence of their study, forms of conducting educational classes and their scope, schedule of the educational process, forms of current and final control. In addition, the document states that all graduate students (adjuncts) regardless of the form of education are obliged to attend classroom classes and pass all forms of current and final control provided for by the individual curriculum of a graduate student (adjunct) and the educational and scientific program of a postgraduate (adjunct) of a higher education institution (scientific institution) [26].

Research Results

In general, it is necessary to pay attention to the fact that scientists pay extremely little attention to the methodology of training and education of graduate students. More attention is paid to emotional intelligence in educational institutions [23] or to gendered perceptions of professional development in academia [24]. In view of this, there is a great need to correct the existing situation. Moreover, it is necessary to take into account that in paragraph 25 of the Resolution of the Cabinet of Ministers of Ukraine “On the approval of the Procedure for the preparation of higher education applicants for the degree of Doctor of Philosophy and Doctor of Sciences in institutions of higher education (scientific institutions)” it is stated that during the period of study at a postgraduate (adjunct) school a graduate student (adjunct) is obliged not only to fulfill all the requirements of the educational and scientific program, in particular to acquire theoretical knowledge, abilities, skills and other competences sufficient for the production of new ideas, solving complex problems in the field of professional and/or research innovative activity, but also to master the methodology of scientific and pedagogical activity [26]. So it can be concluded that the young scientist is also preparing for teaching activities and not only for conducting scientific research. On the other hand, there is no requirement to master the methodology of pedagogical activity in the preparation of candidates for the degree of Doctor of Sciences in doctoral studies. Thus it logically follows that the highest degree of higher education at which the implementation of the peacebuilding strategy can take place in the training of young scientists by institutions of higher education is the degree of Doctor of Philosophy/Doctor of Arts [26]. And this in fact means that this degree is the “top of the pyramid”. After all their preparation taking into account the peace

building strategy will have a positive effect on a significant number of citizens. If for example we talk about institutions of higher education that train teaching staff then a trained doctor of philosophy can communicate with several hundred students in just one academic year. They in turn working in schools will have an impact on hundreds more and over the course of their entire teaching career thousands of students. Thus we see how important the training of PhDs/Doctors of Arts is. But is there a legal basis for the need for such preparation?

In this aspect it is necessary to emphasize that immediately after the Second World War the world community actively took up the problem of combating discrimination. Special attention was paid to this problem by the United Nations.

The importance of this issue for the Organization is evidenced by the fact that this issue was considered even at the first session of the UN General Assembly. On November 19, 1946, the Persecution and Discrimination resolution [29] was adopted, in which the Assembly called for an end to religious and racial persecution and discrimination and urged governments to adhere to both the letter and the spirit of the Charter of the United Nations and to adopt for this purpose, immediate and decisive measures. On December 10, 1948, the UN General Assembly adopted an epoch-making document, the norms of which have become customary in international law - the Universal Declaration of Human Rights. It began with the fact that all people are born free and equal in their dignity and rights and in Article 2 of this opinion was expanded: "Everyone should have all the rights and all the freedoms that are proclaimed in the Declaration, without distinction as to race, color, sex, language, religion, political or other opinion, national or social origin, property, status or of any other status [30].

The UN General Assembly called on governments to take the necessary measures to prevent racial, religious and national hatred in 1960 as well [31]. Long-term work on the issues of combating racial discrimination culminated in 1963 with the adoption of the United Nations Declaration on the Elimination of All Forms of Racial Discrimination. It is noteworthy that in Art. 1 of the above-mentioned document states that such discrimination may disturb international peace and security. In Art. 8 of the document contains a call to immediately take all effective measures in the field of education, enlightenment and information in order to eliminate racial discrimination and racial prejudice, develop mutual understanding, tolerance and friendship between peoples and racial groups [32]. Simultaneously with the adoption of this document, the UN General Assembly adopted a resolution in which it asked the Social and Economic Council to refer to the Commission on Human Rights to draft an international convention on the elimination of all forms of racial discrimination [35].

The UN General Assembly did not limit itself to declarative calls about the negative impact of racism. It kept her finger on the pulse of this issue and on November 1, 1965, and adopted the resolution *Measures aimed at the implementation of the United Nations Declaration on the Elimination of All Forms of Racial Discrimination* [36], that it called on all states, in which racial discrimination occurs, to immediately take effective measures, including legislative measures, to implement the Declaration. It also asked states that have organizations that encourage or incite racial discrimination to take the necessary measures to prosecute or outlaw such organizations. And finally, the work on combating racism was crowned with the adoption of the International Convention on the Elimination of All Forms of Racial Discrimination on December 21, 1965 [37]. From our point of view it is extremely important that what constitutes racial discrimination has finally been clearly defined at the international legal level. After all a clear definition of the concept is extremely important for combating the phenomenon.

In Article 1 states that in this Convention the term "racial discrimination" means any distinction, exception, limitation or preference based on race, descent, national or ethnic origin, which has the purpose or effect of destroying or diminishing the recognition, the use or exercise of human rights and fundamental freedoms on an equal basis in political, economic, social, cultural or any other spheres of public life. Thus we see that in this convention the concept of "racial discrimination" is not used in a narrow sense that is when it is only about race but in a broad sense: that is in addition to race it is also about other criteria, including national and ethnic origin.

In Article 2 of the Convention defined the obligations of states arising from it:

(a) each participating state undertakes not to commit any acts or actions related to racial discrimination against persons, groups or institutions, and to ensure that all state bodies and state institutions, both national and local, will act in accordance with this obligation;

(b) Each State Party undertakes not to encourage, defend or support racial discrimination by any person or organization;

(c) Each State Party shall take effective measures to review national and local government policies and to correct, repeal or annul any laws and regulations that create or perpetuate racial discrimination wherever it exists;

(d) Each State Party shall, using all appropriate means, including legislative measures, as appropriate, prohibit and put an end to racial discrimination by any person, group or organization;

(f) Each participating state undertakes to encourage, in appropriate cases, unifying multiracial organizations and movements, as well as other measures aimed at the destruction of racial barriers, and not to support those that contribute to the deepening of racial divisions.

The Convention also contained a ban on propaganda of racial discrimination. In particular states had to:

A) declare as punishable by law any dissemination of ideas based on racial superiority or hatred, any incitement to racial discrimination, as well as all acts of violence or incitement to such acts directed against any race or group of persons of a different skin color or ethnic origin, as well as the provision of any assistance for carrying out racist activities, including its financing;

B) declare illegal and prohibit organizations, as well as organized and any other propaganda activities, which encourage and incite racial discrimination, and recognize participation in such organizations or in such activities as a crime punishable by law;

C) not to allow national or local public authorities or public institutions to encourage or incite racial discrimination.

The preventive function in the matter of combating racism also relied on the state. In particular in accordance with Article 7 of the Convention States parties were obliged to take immediate and effective measures, in the fields of teaching, education, culture and information, with the aim of combating prejudices that lead to racial discrimination, promoting mutual understanding, tolerance and friendship between nations and racial or ethnic groups, as well as popularization of the goals and principles of the United Nations Charter, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination and the Convention. On October 26, 1966, the UN General Assembly adopted another resolution dedicated to the elimination of all forms of racial discrimination. In it UN General Assembly proclaimed March 21 as the International Day for the Elimination of Racial Discrimination called on states to ratify the International Convention on the Elimination of All Forms of Racial Discrimination, and also called on states to submit to the Secretary-General a report on the measures taken to implement the United Nations Declaration on the Elimination of Racial Discrimination all forms of racial discrimination [38]. On December 11, 1969, the UN General Assembly declared 1971 the International Year for the Elimination of Racism and Racial Discrimination [39], and on November 15, 1972, it decided to declare the beginning of the Decade of Action against Racism and Racial Discrimination and to initiate the corresponding events on December 10, 1973, on the 25th anniversary of the Universal Declaration of Human Rights [40]. In a resolution dated November 2, 1973, the General Assembly proclaimed 1973-1983 as the Decade of Action against Racism and Racial Discrimination. The same resolution approved the Ten-Year Program of Actions to Combat Racism and Racial Discrimination. Among the numerous measures envisaged in this document, it was noted the need for the inclusion of a subject on human rights in the curriculum for children and young people as soon as possible during the Decade, in which special attention would be paid at the initial stages of education to the equality of all people and the harm of racial discrimination [41].

10 years later (November 22, 1983) The General Assembly on November 22, 1983 declared a 10-year period, which began on December 10, 1983, the second decade of action against racism

and racial discrimination. In the same resolution the Action Program for the second decade of the fight against racism and racial discrimination was approved. The program of actions for the second decade was much more voluminous in comparison with the Program of the first. In addition a separate section in it was devoted to education, training and personnel training. In particular, the UN General Assembly called on states to provide schools and institutions of higher education with sufficient opportunities to study the activities of the United Nations Organization in the fight against racism, racial discrimination and apartheid. She also called for the theme of human rights to be mainstreamed throughout the school curriculum and tasked UNESCO with paying attention to anti-racism issues in teacher training [42].

In a resolution of 16 December 1991, the General Assembly called on UNESCO to speed up the preparation of educational materials and training aids to promote learning, training and educational activities on human rights and the fight against racism and racial discrimination, with a strong focus on initial and secondary education [43].

The adoption in 1992 of the Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities [44] had an important moral and political significance. Adopting this document the General Assembly emphasized that, from its point of view, the promotion and protection of the rights of persons belonging to national or ethnic, religious and linguistic minorities contribute to the political and social stability of the states in which they live and also drew attention to the fact that permanent promotion and exercise of the rights of persons belonging to national or ethnic, religious and linguistic minorities, as an integral part of the development of society as a whole and within a democratic framework based on the rule of law would contribute to strengthening friendship and cooperation between peoples and states.

After the end of the second decade of actions in the fight against racism and racial discrimination, there was a need for a document that would act as a locomotive for the continuation of the fight. And on December 20, 1993, another resolution of the General Assembly was adopted, which proclaimed a ten-year period that begins in 1993 as the third Decade of Actions to Combat Racism and Racial Discrimination. It also approved the action program for the third Decade. The Program emphasized the need for teachers to be aware of the principles and basic ideas set out in legal documents on racism and racial discrimination [45]. The same ideas were contained in the resolution of December 23, 1994 [46].

In a resolution dated December 9, 1998, the General Assembly decided to declare 2001 the International Year for the Mobilization of Efforts to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance [47]. It is symbolic that the third millennium began precisely with the year dedicated to the fight against racism.

At the beginning of the third millennium, another significant event took place - from August 31 to September 8, the World Conference on Combating Racism, Racial Discrimination, Xenophobia and Related Intolerance was held in Durban under the auspices of the UN General Assembly [48]. It was probably the largest event in the world devoted to the problems of racial discrimination. Therefore, it is not surprising that the documents adopted at this event were later widely cited by the UN General Assembly and its other bodies.

It should be noted that the participants of the conference recognized that education at all levels and for all age groups, including education in the family, and in particular education in the field of human rights is the key to changing attitudes and behavior based on racism, racial discrimination, xenophobia and related intolerance, as well as to the promotion of tolerance and respect for diversity in society. The participants of the conference also confirmed that such education is a determining factor in the promotion, dissemination and protection of democratic values of justice and equality, which are of fundamental importance for preventing and combating the spread of racism, racial discrimination, xenophobia and related intolerance. The connection between the right to education and the fight against racism, racial discrimination, xenophobia and related intolerance and the most important - the key role of education, including education in the field of human rights and education taking into account the diversity of cultures, especially oriented on children and youth, in preventing and eradicating all forms of intolerance and discrimination.

In view of this, the conference called on States to intensify educational efforts, including human rights education, to deepen understanding and raise awareness of the causes, consequences and harms of racism, racial discrimination, xenophobia and related intolerance, and encourage the development of educational materials, including textbooks and dictionaries, aimed at combating these phenomena. The final document also contained an appeal to the states to introduce anti-discrimination and anti-racism components in school curricula on human rights, to develop and improve relevant materials, including textbooks on history and other disciplines, to ensure that all teachers receive effective training and proper motivation to form life positions and behavioral models based on the principles of non-discrimination, mutual respect and tolerance.

One of the recommendations concerned the introduction or activation of human rights education in order to eradicate prejudices that lead to racial discrimination and to promote mutual understanding, tolerance and friendship between different racial or ethnic groups within school and higher education programs. The conference called on states to develop and strengthen anti-racism and gender-based human rights training for public officials, including justice, law enforcement, correctional, security, health, education and immigration officials.

The final document of the meeting contained a norm with an appeal to states to ensure that education and professional training, especially of teaching staff, promotes respect for human rights and the fight against racism, racial discrimination, xenophobia and related intolerance, and that educational institutions implement policies and programs, approved by the relevant bodies for ensuring equal opportunities, anti-racism, gender equality and cultural, religious and other diversity with the participation of teachers, parents, students and monitored the progress of their implementation.

However, anti-racism measures continued even after 2001. In particular in the Resolution of December 22, 2007, the General Assembly called for the study of all cultures, civilizations, religions, peoples, countries and the cultivation of tolerant and respectful attitudes in its educational and social programs at all levels to them [33]. The same thesis is contained in the resolutions of December 18, 2009 and December 24, 2010.

In the Resolution of December 24, 2010, the General Assembly noted the important role of education, including educational and educational activities in the field of human rights.

In a document dated December 18, 2014, the General Assembly noted that the roots of extremism are multifaceted and that it must be tackled through measures such as education, awareness-raising and dialogue. It also emphasized the special importance of complementing legislative measures to combat extremism with various educational measures, including human rights education [34], which was also reiterated in the resolution of December 17, 2015.

The General Assembly, in a Resolution dated December 19, 2017, noted the important role of education in the fight against racism, racial discrimination, xenophobia and related intolerance, in particular in promoting the principles of tolerance, social cohesion and respect for ethnic and cultural diversity and preventing the spread of extremist racist and xenophobic movements and propaganda [49]. In another resolution adopted on the same day, the UN General Assembly stated that education should, among other things, aim to prevent the seeds of racism sown by nationalist populism from sprouting, and should include an accurate and representative account of national history that does justice to racial and ethnic diversity and which reveals false attempts to erase ethnic groups from the national history and identity of the nation in order to preserve ethno-national myths about the purity of the nation from the point of view of racial or ethnic criteria [50].

Conclusion

So as we can see the information society carries not only advantages but also threats, which become especially dangerous in the period of conducting hybrid wars. In order to prevent their implementation, as well as to overcome their consequences, it is important to educate the population in the spirit of tolerance and anti-discrimination. As it follows from the international legal documents we have analyzed, work in this direction will not only contribute to peacebuilding in Ukraine, but will also be an adequate response to the call of the world community to join the

fight for human rights and building a world without violence. Since, as we found out, the highest degree of higher education at which the implementation of the peacebuilding strategy can take place in the training of young scientists by institutions of higher education is the degree of doctor of philosophy/doctor of arts, and in view of the significant potential influence of these persons on society, it is necessary to actively work on the implementation of the peacebuilding strategy with the countermeasures in conditions of information risks to the curricula of post-graduate courses (adjunct courses) of higher education institutions.

Р.В. Губань, з.ғ.д., доцент, Украина Жоғарғы Радасының (Парламентінің) құқықтық саясат комитеті Хатшылығы басшысының орынбасары (Киев қ., Украина): Ақпараттық тәуекелдер жағдайында жас ғалымдарды даярлаудағы бітімгершілік стратегиясы.

Осы мақаланың тақырыбының өзектілігі артықшылықтар мен тәуекелдерді тудыратын ақпараттық қоғамның өзгеруімен айқындалады. Гибридті соғыстар ақпараттық тәуекелдердің салдарының бірі болып табылады. Ғылымда гибридті соғыстың ақпараттық сын-қатерлеріне аймақтарды ақпараттық басып алу, жалған ақпарат тарату және насихаттау кіреді. Стратегиялық ақпараттық текетірес – бұл Ресейдің Украинаға қарсы бұрынғы гибридті соғыста, сондай-ақ Украинадағы қазіргі нақты агрессияда қолданған нақты құралы. Украинадағы нақты соғыс жағдайында бұл құралды Ресей қолдануды жалғастыруда және бүкіл әлем үшін жаңа элеуметтік қиындықтар туғызуда. Зерттеу тақырыбы – ақпараттық қоғамды дамыту саласындағы ғылыми жарияланымдарға шолу, ақпараттық тәуекелдер, жас ғалымдарды даярлаудағы бітімгершілік стратегиясы және т.б. болып табылады. Бұл зерттеудің мақсаты – Украинаның ақпараттық саладағы Ресеймен гибридті соғыстағы қарсы шараларына, әсіресе жас ғалымдармен жұмыс істеуге арналған жарияланымдар мен заңнамалық құжаттарға мұқият талдау жасау. Талдау көрсеткендей, ақпараттық тәуекелдерге қарсы іс-қимыл шараларын ескере отырып, бітімгершілік стратегиясын қалыптастыруды жоғары оқу орындары аспиранттар сияқты жас ғалымдарды даярлау кезінде жүзеге асыруы керек және аспирантурада оқуды реттейтін ұлттық заңнамалық құжаттармен де, адам құқықтарын қорғау саласындағы халықаралық стандарттармен де тығыз байланысты болуы керек.

Түйінді сөздер: Халықаралық құқық, бітімгершілік стратегиясы, қарсы шаралар, гибридті соғыстар, жас ғалымдар, ақпараттық тәуекелдер, жоғары оқу орындары, элеуметтік сын-қатерлер.

Р.В. Губань, д.ю.н., доцент, заместитель руководителя Секретариата Комитета по правовой политике Верховной Рады (Парламента) Украины (г. Киев, Украина): Стратегия миротворчества в подготовке молодых ученых в условиях информационных рисков.

Актуальность темы данной статьи определяется трансформацией информационного общества, которая создает как преимущества, так и риски. Гибридные войны являются одним из последствий информационных рисков. В науке информационные вызовы гибридной войны включают информационную оккупацию регионов, распространение дезинформации и пропаганды. Стратегическое информационное противостояние – это реальный инструмент, который Россия использовала в своей предыдущей гибридной войне против Украины, а также в своей нынешней реальной агрессии в Украине. В условиях реальной войны в Украине этот инструмент продолжает использоваться Россией и создает новые социальные вызовы для всего мира. Предметом исследования является обзор научных публикаций в области развития информационного общества, информационных рисков, стратегии миротворчества при подготовке молодых ученых и т.д. Целью данного исследования было провести тщательный анализ публикаций и законодательных документов, посвященных контрмерам Украины в гибридной войне с Россией в информационной сфере, особенно в работе с молодыми учеными. Анализ показал, что формирование стратегии миротворчества с учетом мер

противодействия информационным рискам должно осуществляться высшими учебными заведениями при подготовке молодых ученых, таких как аспиранты, и тесно увязываться как с национальными законодательными документами, регулирующими обучение в аспирантуре, так и с международными стандартами в области защиты прав человека.

Ключевые слова: международное право, стратегия миротворчества, контрмеры, гибридные войны, молодые ученые, информационные риски, высшие учебные заведения, социальные вызовы.

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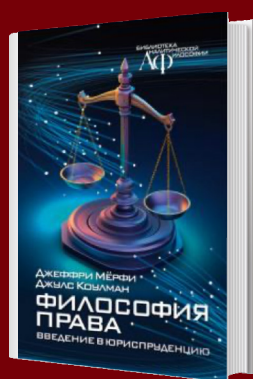
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НОВЫЕ КНИГИ

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