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**«COMPLIANCE-CULTURE»
OF DIGITAL EDUCATIONAL ORGANIZATION**

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Abstract. *From the holographic approach position, in the article the attempt of the compliance-culture concept reflection is made, defined as a new methodological optics, which allows to reveal the phenomenon's essence, reflecting the specificity of the subject's existence in the heterogeneous society, to evaluate the degree of the educational organizations responsibility for the results, the quality of work and the subject's education. "Compliance" describes a new paradigm of the modern education as a platform for the sociocultural development of an individual, which is formed through the strategic audit of the basic methodological principles, methods, and educational ideas, developed with the modern pedagogical science and practice. "Compliance" decyphers the cultural codes that are responsible for the formation of a modern competitive,*

harmoniously developed personality, generating its composite identity in a new didactic plane, contributing to the development of the subject's cognitive flexibility in the educational ecosystem and to the deployment of its leadership abilities in overcoming the modern challenges of today's world.

Keywords: *team, frame, social inclusion, synergetic effect, digitalisation, Internet network.*

Introduction. Translated from English, “compliance” means “consent”. For non-conflict existence in the society, a person must constantly accept some conditions, obey the existing rules, follow the developed instructions, i.e. agree with the prescribed order.

With a certain degree of conditionality, it can be stated that the formation of the educational organization “compliance-culture” - “consent culture” means

- 1) the presence of like-minded people's group;
- 2) acceptance of the principal provisions by all members of the educational organization, governing the creation of a psychological, socially comfortable for the subject / object microclimate;
- 3) adaptation and rational equipment of the environment;
- 4) the formation of the mutual aid and support atmosphere;
- 5) the organization of the subject's scientific and educational (co) creativity [15, c. 41];
- 6) development of the an educational organization “spirit”.

The formed compliance-culture of the educational organization influences the management decision made by the administrator (manager) by means of accounting

- conditions (anthropological, cultural, social, etc.);
- discourse (intentionality, joint communication, topics for discussing a problem, applied methods, media coverage) [11, c. 108];
- alternatives (choice of variants, target correction, diagnosis, forecasting, development of an action program) [19, c. 15].

Research methodology is based on.

- 1) investigation of sociological, psychological, pedagogical studies on the designated problem:
 - idea about cultural mediation of higher mental functions (L.S. Vygotsky, N. A. Bernstein, A. R. Luria);
 - about the education of future teachers, strengthening the role of upbringing (K.A. Abulkhanova-Slavskaya, V.P. Bepalko, I. A. Zimnyaya);

– about preserving the best traditions of humanism (E. V. Bondarevskaya, V. A. Kan-Kalik, V. V. Serikov);

2) systematization, generalization, description of the compliance-culture functions and factors;

3) critical interpretation of the approach to solving the problem of forming the educational organization compliance-culture.

Conceptual approaches. In our article, we'll consider the formation of the educational organization compliance-culture from the holographic approach, for which the phenomenon's reflection is necessary from the position: professionalism and competence; relationship with partners and society; team formedness and cohesion; personal and professional competencies, etc.

In the Message of the Russian Federation President V.V. Putin to the Federal Assembly from February 20, 2019, it is stated that "... today, our country need new knowledge. The education content should also be changed" [Message from the President to the Federal Assembly, 2019]. For the subject non-conflict existence in the information society, that changes radically all social institutions, we'll turn to the modern education phenomenon, regarded as a social elevator [6, с. 94]. The education today is the subject's independence in achieving the goal; the subject activity in extremely uncertain conditions. The education system prepares the person [2, с. 2]. We will reflect the modern education as the compliance-culture. The education plays the role of cultural transmission, providing the subject with strategic and operational success in life: self-determination, self-help, development of leadership skills, the responsibility of the whole community, sharing of services [14, с. 7].

According to the Presidium meeting of the Presidential Council for Strategic Development and National Projects, the Passport of the National Project "Education", developed by the Department of Education of Russia for the period from January 2019 to December 2024, including 10 federal projects, was approved. The goal of the project "Digital Education Environment" is to ensure the global competitiveness of Russian education, to join the ranks of the 10 top countries in the world as for the quality of basic education.

The compliance-culture can be informative and systemic, developing in traditional discourse (I. Kant, J. Locke, E. Husserl, K. Popper), but it can be non-systemic, peripheral, sometimes outrageous in nature (J. Derrida, M. Heidegger, H.G. Gadamer). Thus, we have two types of the compliance practices: these are logical-methodological practice and humanitarian thinking.

In the format of the modern education practice development, we'll consider this phenomenon as "soft power", which provides the security; increases the

Russian education status; accumulates the human resource that is important for the national education competition; develops the society infrastructure; develops new standards of modern educational design; optimizes the life activity and stability of the ecosystem influencing the formation of the education subject.

For the educational organization “compliance-culture” development, we can clearly define the role of an individual in the new virtual reality created by the global Internet. The modern subject of education needs to master various competences, among which the informational competencies occupy the leading position, as they enable the subject to adapt to life in a digital society: the human knowledge about the information processes is expanding; the subject is trained to work with the educational information in the Web space; the participants’ informational interaction is carried out in the educational process, etc.

The adaptation ideology to the digital conditions of modernity involves the formation of its own "compliance-culture" of the education subject, which components are the network culture, the computer culture, the digital competence, and the computer ethics.

The modern subject of education "compliance culture" is based on the knowledge of two types received from various sources:

- formalized ones (text, video, sound, software, educational organization site, instructions, electronic document management, etc.);
- non-formalized ones (life beliefs, teaching experience, values, attitudes, etc.).

For the educational organization successful work, it is important to realize how suitable the formalized knowledge makes it in a practical “plane” and to promote the continuous use of this procedure: a complex language is a simple emotional language; large amount of information - a visual row; “dry” text block - reasonable volume; formal meaning - applied meaning, etc. [7, с. 64].

The experience frame in the formation of its own "compliance-culture" of the education subject has specific functions: structuring, regulation, relevance ranking, classification, function of internal and external processes and manifestations (spiritual, psychic, mental), etc., that determines the subject’s values -based attitude to the profession.

The following factors influence the productivity of the educational organization subject’s labor: social conditions, motivation, age, gender, subject’s flexibility, transparency of the educational process, etc.

Due to the educational organization work specifics, Internet is used as means of obtaining text, graphic-, video- and audio- information, while according to the educational organization charter (by the decision of the teaching staff on the general meeting) it is not allowed to play computer games, to visit sites of

prohibited content. To control this rule, in the educational organization it's regularly checked and calculated the Internet resources traffic, visited by all employees. The violators of the Internet usage rules can be subjects to disciplinary action.

The modern network Internet affects not only the formation of the educational process subject compliance-culture, but also of the object:

- provides the opportunity to education subject's choice of the communication preferred forms;

- contributes to the implementation of the general didactic principles: accessibility, information scientificity, education computerization and informatization;

- creates prerequisites for the special didactic principles implementation:

- a) information and communicative principles (interactivity, network diversity of feedbacks, dialogueness) [3, c. 130];

- b) information principles [1, c. 58];

- c) environmental principles (electronic resources updateability, hypertext structuredness) [13, c. 59];

- c) ideological principles applied to be interpreted in a certain direction, that leads to subjects' views polarization [5, c. 73].

Internet contains different elements: as agreed ones among themselves, and duplicating, competing ones. The network Internet development (new services, blogs, technology, etc.) is largely related to the educational objects' instruction on the psychological and legal issues of its impact ambivalence (hacking, cracker, Internet addiction, cybercrime, "digital slavery", etc.).

The education and media literacy of a person, the problem of determining the degree of the content authenticity and objectivity, transmitted via the Internet becomes most relevant today due to the large number of fake news, as well as the manipulation of consciousness, fact checking sharp manifestation.

The European and American educators are developing the methods for teaching scholars, students, and teachers with mechanisms for protecting against the redundant and potentially unreliable content, they inculcate the skills of the messages critical analysis from the network, validating of the information presented, the photographic images authenticity, etc. (Adams, Hamm, 2001; Aufderheide, 1993; Cappello, Felini, Hobbs, 2011; Mackey, 2007; Potter, 2008).

In Russia, this area of the media education began to intensify with the advent of works by G. Grachev, I. Melnik (2007), S. Kara-Murza (2015), E. Dotsenko (1997), I. Dzyaloshinsky (2005, 2006), A. Danilova (2009), T. Dobrosklonskaya (2010), G. Khazagerova (2015, 2016), A. P. Skovorodnikova, G. Kopnina (2012), I. Melnik (2007), etc.

In these scientists' works the emphasis is made on the transmission speed and the texts' impact power on the psyche of people. The particular attention is paid to the protection of an individual's sacred landscape. The reality is the following that the scientific and technological progress generates not only the latest technologies and materials, but it also presents the certain challenges for the education system. The modern society digitalization became this challenge, in which all segments of the population are involved. The digitalization advantages are indisputable, but its minuses are also obvious:

- development of neuralgia various types;
- visual deterioration;
- emergence of the uncontrolled aggression from what was seen on the screen;
- destructive behavior, apathy, isolation from society, “withdrawal”.

The research methodology is based on identifying the environment features, its development geometry, the development vector, content. In the modern virtual space of communication, a special social sub-medium is created, contributing to

- the appearance of new virtual worlds that unite users all around the world;
- the collaboration of students, teachers, parents (communication network form);
- the formation of a systemic phenomenon: “the school spirit” as a certain emotional and axiological characteristic of relations.

The main attributes of the educational organization's environment are: character, indicators, parts, discourse.

We've identified the main characteristics of the environment, possessing effects, properties, modification, relationships, factors.

Results. The formation of the educational organization “compliance-culture” can be considered successfully completed, on condition of the subject's vigorous activity. For example, the task of the teacher is to anticipate the text's influence on the education subject. This can be done through the text's preventive analysis and objective assessment by a teacher who is able to work out the appropriate recommendations for countering the manipulations and to make a media text to be an assistant in the self-identification of society members, an individual's adaptation to the society, and person's harmonization [16, c. 245].

The second important task of the teacher in the formation of the educational organization "compliance-culture" is to develop some new competences in students, which are expanded through the Internet usage in classes. At this stage of work, the competences' mutation is revealed, expressed in a large part of the subject's independence [12, c. 76]. This is found in the rapid search for the

electronic resources on the Internet, in the presentations preparation on the results of work in a project or in a scientific experiment. The individual trainees master not only the multimedia (for describing one story, many forms and one channel is used) and the crossmedia (the story of one story is transmitted through many channels), but also the transmedia (one large-scale theme includes several stories, for which transmission, various forms and numerous channels are used).

The compliance culture is accompanied by the “compliance risks”. These risks may occur with the loss of the educational organization reputation (as a result of non-compliance with standards, instructions, rules, etc.). In the educational organization the compliance risk monitoring is made to intensify the system operation.

The compliance culture is a part of the educational organization corporate culture and the image preservation is the responsibility of all employees (regardless of their position).

The educational organization carries out its professional activity on the basis of the following principles:

- understanding of their civil and professional duty to the society and the state [18, 378];
- recognition of the participants’ equality in the educational process, respect for their rights and legitimate interests;
- maximum transparency of the professional pedagogical activity;
- improvement of the mutual control over the quality and timing of the educational services implementation;
- establishment and development of the international professional relations between the educational organizations on the basis of mutual respect, mutual assistance and mutually beneficial cooperation [17, c. 281].

In an educational organization, a cohesive management team plays a leading role in achieving the synergetic effect. This real team successfully copes with the tasks entrusted on it, it has high human relations, creates the possibility of developing employees as individuals, disposes to creativity, etc.

The team’s important feature is the psychological recognition of each other by the team members and identifying themselves with it, based on the common interests (professional, life), principles, sameness of characters, temperaments, etc. Such psychological recognition makes possible the practical interaction of people, as a result of which the team’s potential is substantially greater than the potentials’ sum of each of the real members.

The team’s feature is the compliance culture presence, which is expressed in the common values, norms and rules of conduct, the participants’ moral character,

that gives the additional stability and cohesion to the team, prevents its disorganization.

The compliance culture presence means that an educational organization employee knows thoroughly the scope of one's activity, performs promptly the tasks of higher management, improves one's qualifications and develops the knowledge, skills and abilities required in the teaching activities (communication in the "person-to-person" system: students, colleagues, parents, etc.).

The degree of formedness of the educational organization compliance culture can be assessed with the following positions: the employees' fulfillment of their official duties; the desire to find the optimal solution to the emerging psychological and pedagogical problems; the work organization with the non-governmental organizations, the creative unions of composers, artists, etc.; the final result of the work achieved by the team.

For the formed "compliance-culture", the personal competences of the education subject and object are more important in comparison with the professional ones, such as: orientation to the educational result, stress resistance, object's learning ability, persuasion developed skills, ability to make non-standard decisions, time management, skill to work with large amounts of information, etc. The problem of preserving the identity of the subject is important [9, c. 154].

The modern education is drawn to the model that postulates three vectors of its development: whom to teach, how to teach, for whom to teach [4, c. 68]. Today, there is a change in disposition "child - adult", and a modern child is often more informed and prepared for life in a digital society.

Today in the system of higher and secondary vocational education students are being trained so that they can meet the challenges of the:

1. Blended learning: full-time + electronic. It is hard to imagine the modern education without digitalization;
2. Individual trajectory of the education subject development.
3. The current situation aims the pedagogical community imperatively and a priori to create an educational ecosystem. The ecosystem is a combination of efforts for the interaction of the state, society, business, science in order to increase intensively the human capital and its reasonable, humane, economical application. For non-conflict ecosystem functioning network of quantoriums is expanding; customization of program material is being held; automation and robotization is being introduced; cognitive flexibility is being used; emotional intelligence of the subject is developing [8, c. 202].

An important function of the modern education is a course on the further use of the distance education, which is often identified with training and teaching. The training is the purposeful transfer process of social and historical experience; the organization of

the knowledge and skills formation; this is what the learner gets from interacting with the educational institution as a whole, with teachers studying.

The educational content choice is one of the most important issues of the modern pedagogy. The degree of responsibility for the educational content selection is indicated with the serious quality control. We'll consider the teacher's role in shaping architectonics of the subject establishment experience in the digital education [10, c. 318]. A modern teacher is the transmedia products architect whose tasks are as follows:

1) to anticipate the media text influence on the education subject. It is possible to do this with the preventive analysis and the objective assessment of the media text by a teacher who is able to work out the appropriate recommendations for countering the manipulations and to make the media text an assistant in identifying the society members, adapting an individual to the society, harmonizing a person. Without harmony, it is difficult for the subject to perceive the outside world in a complex way, to form oneself as a person of the 21st century.

2) to build a modern transmedia product. For this, the trainees develop new soft-competences ("soft" competencies), which are expanded through the use of a computer, laptop, TV screen, other gadgets and mass media.

3) to carry out the media competencies reflection. It is known that the media competencies can mutate. This process is expressed in a greater part of the subject's independence: the narrative search, the use of the libraries electronic resources, the Internet, etc., for creating a real product. The teacher accompanies the process of the education subject establishment, who is mastering not only multimedia and crossmedia, but also transmedia.

4) to promote the non-conflict entry of the education modern subject into the digital society of the XXI century, as a modern teacher is a "didactic engineer", cooperating with "digital" students and schoolchildren.

5) to create the long-developing products of the transmedia nature. The quality and the effectiveness of the education is greatly increased in the age of information technology (for example, performing Power Point presentations involves using not only video clips, pictures, diagrams, but also animation, etc.).

Created modern transmedia product has a complex architecture, rich in various resources. This architecture is mobile; the borders are open; its development is multi-vector and operating; the content is integral, constantly updating. Mastering a modern transmedia product is part of the subject's compliance-culture.

The education modern subject develops the independence of thinking, it seeks to cultivate the taste, to enhance the culture, to adapt to the society in a non-conflict way, to resist the emerging cyber threats and cyber attacks. The soft-competences, acquired by the education subject, demonstrate "the reference points" contributing to updating the

media education content, which is necessary for the domestic school due to the arising risks of the pedagogical stability when creating the digital education.

Conclusion. Summarizing what has been said, we'll note that the compliance culture formation is a rather complicated and many-sided process, including:

1. Teaching the level of the subject's compliance culture that does not allow him to go beyond the ethical and legal norms of relations in the digital and socio-cultural space;

2. Formed norms of morality and ethics, the presence of critical thinking are the indicators of the education subject personal development; resource for the further (self) development of an individual; development of the subject's ability to the critical attitude to the information transmitted from the various sources;

3. Sociogenesis of a personality, creating the prerequisites for the education socio-cultural function development, opening up the new prospects for the psychological and pedagogical innovations;

4. Subject's social inclusion in a heterogeneous society, achieved through the special mechanisms - key social institutions: education; social protection; legal security; health saving, etc.;

5. Special ethics of care and respect for the educational organization's team members to diversity: communication with colleagues at webinars, seminars, conferences; receiving, processing and transmission of the information in the network; extracting the information from the educational books, Internet sources, etc.; vertical and horizontal mobility, resources, management, contingent;

6. Formation of over-professional skills and abilities: access to the fundamental, "convertible" education, which has a great scientific potential; development of the system thinking; emergence of the interdisciplinary communication; customer orientation; disclosure of the multicultural content; implementation of the project management; reasoning in conditions of uncertainty; further development of the communication skills and social creativity, pushing the compliance culture boundaries.

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