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Voluntary Responsibility in Digital Space: A Philosophical Interpretation of Information Security in the Education System

In the context of contemporary digital society, the accelerated digitalization of the educational environment requires addressing information security issues not only at the technical or organizational levels, but also from a philosophical and axiological perspective. In this regard, digital volunteerism gains particular significance as a socio-cultural phenomenon grounded in the principles of voluntary responsibility, conscious choice, and orientation toward the common good. This article examines the essence of voluntary activity in digital space and its philosophical interpretation in ensuring information security within the education system. The object of the study is digital (online) volunteerism implemented in educational institutions. Information security culture is conceptualized as a value-based phenomenon, the formation of which is closely linked to the educational and socio-pedagogical potential of digital volunteerism. As a result of the philosophical analysis, the article proposes an original axiological-anthropological-praxeological model for the formation of information security culture in the educational environment, within which digital volunteerism is substantiated as a significant cultural resource fostering responsible, security-oriented behavior. The findings of the study have methodological significance for further research in digital ethics, information security, and the philosophy of volunteerism.

Keywords: digital volunteerism, voluntary responsibility, information security, digital educational space, digital ethics, axiology, value system, civic responsibility, ethical practice, philosophical framework.

Introduction

In recent years, the social and cultural significance of volunteering has increased markedly at the global level. In contemporary society, volunteering is carried out in various directions and formats, among which online volunteering implemented in digital space occupies a special place. Although online volunteering has not yet become widespread compared to traditional volunteering, its public potential and prospects for future development are high. As an integral manifestation of digital society, online volunteering is developing dynamically and is characterized by the emergence of specialized Internet resources that unite volunteers from different countries.

The emergence of new forms and practices of online volunteering is directly linked to the rapid development of information and communication technologies, the expansion of opportunities for processing large volumes of data, the simplification of mechanisms for disseminating information, as well as the steady growth of young people's activity in the Internet environment. These processes strengthen the pedagogical and educational potential of digital volunteerism in educational organizations, including schools, for building an information security system.

In conducting this research, clarifying the conceptual and terminological framework is one of the key methodological tasks. Since online volunteering is a relatively new social phenomenon, there is no unified

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approach to its definition in the academic literature. Different terms and interpretations are used, which necessitates a comparative analysis of scholarly sources and the formulation of the author's position.

As a component of volunteering in general, online volunteering is considered within the broader context of volunteer activity. Previous studies highlight its educational, social, and personal development potential. In particular, volunteering is interpreted as both an educational technology aimed at the socialization of youth and as a form of voluntary, conscious, and socially significant civic activity.

In contemporary research, digital volunteerism, information security, and voluntary responsibility are examined from socio-philosophical, sociological, and socio-pedagogical perspectives. The relationship between volunteering and civic engagement, social capital, and social integration is substantiated in the works of R. Putnam, L. Salamon, L. Hustinx, and F. Lammertyn.

The transformation of social interaction in the digital society is comprehensively analyzed by M. Castells, who emphasizes the role of network communication in shaping modern social structures. The philosophical interpretation of information security through the categories of risk, uncertainty, and responsibility is developed in the works of U. Beck and Z. Bauman.

Issues of digital communication culture and responsible interaction are considered within the framework of J. Habermas, who highlights the importance of dialogue, mutual understanding, and ethical norms in communication processes.

At the same time, the pedagogical and social aspects of online volunteering are explored in studies focusing on its educational potential, motivational characteristics, and role in personal development. However, despite the growing body of research, the formation of an information security culture in the educational environment through digital volunteerism based on voluntary responsibility has not yet been sufficiently systematized as a subject of comprehensive philosophical analysis. This gap determines the relevance and scientific novelty of the present study.

Volunteering is not an end in itself; rather, it is an activity oriented toward positive outcomes for society. In this regard, for example, S.V. Abramova assigns to volunteering the tasks of forming civil society, increasing citizens' social activity, and exerting a positive influence on the country's economic and social development. In her work, it is specifically emphasized that online volunteering, like traditional volunteering, is based on empathy, yet it is not limited by territorial boundaries [1].

In the study "Motivational and Semantic Aspects of Digital Volunteerism Among Contemporary Youth", S.V. Molchanov and N.S. Pryazhnikov highlight the advantages of online volunteering compared to traditional volunteering: it allows the use of various forms of activity [2], participation may be anonymous and does not impose obligations. In this regard, the authors refer to the experience of the Spanish sociologist M. Castells [3]. Social behavior norms may change depending on the specific situation. The participation schedule is individually determined, which is also noted in J. Cravens's study [4]. On the basis of anonymity, the level of social inequality in online volunteering decreases; thus, the actual contribution and participation of volunteers are determined by their opportunities.

Summarizing the experience of researchers from different countries, we consider it methodologically appropriate to use the term "online volunteering" to denote the phenomenon of digital volunteerism. This term is widely employed in international academic discourse and encompasses various forms of volunteering activities carried out in virtual environments. In this study, online volunteering is understood as free, voluntary, socially oriented activity implemented through the use of modern digital technologies and online platforms.

Online volunteering enables self-development and self-realization and is a promising direction of social activity, especially attractive to young people. Therefore, studying ways to involve digital volunteers in the school information security system is particularly relevant. For example, through school-based virtual volunteering platforms, students and teachers can organize information security events and make a tangible contribution to identifying harmful content, protecting information, and developing digital skills [5].

The President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, has emphasized that volunteering is not merely an imported phenomenon but is consistent with the traditional values of the Kazakh people. In his view, volunteering is not only unpaid labor, but also a manifestation of citizens' responsibility and their conscious aspiration to improve society. From this perspective, volunteering should be understood as systematic, sustainable activity that becomes a way of life [6].

The study also analyzes the regulatory and legal framework of the Republic of Kazakhstan concerning volunteering. In particular, although the Law of the Republic of Kazakhstan "On Volunteering" dated December 30, 2016 No. 42-VI, provides a general definition of volunteering, the concept of online (digital) volunteering has not been clearly defined as an independent legal category at the legislative level [7]. This

circumstance increases the relevance of the study and highlights the need for a comprehensive philosophical analysis of digital volunteerism in the context of information security.

Research methods

This study focuses on clarifying the conceptual and terminological framework of digital volunteerism and voluntary responsibility, given the lack of terminological unity in the academic discourse. A comparative analytical review of scholarly sources was conducted to identify different interpretations and to formulate the author's theoretical position.

The research is based on the principles of cultural historicism and the unity of logical and historical analysis, which made it possible to trace the transformation of traditional volunteering values into the digital environment.

Comparative and hermeneutic methods were applied to interpret digital volunteerism and voluntary responsibility as axiological and ethical phenomena. The comparative method enabled the analysis of differences between traditional and digital forms of volunteering, while the hermeneutic approach was used to interpret digital practices, texts, and forms of interaction in the context of information security. The study also draws upon classical and contemporary philosophical works addressing identity, culture, globalization, and moral responsibility, which provided a theoretical foundation for the development of the proposed model.

Results

The results of the study show that digital volunteerism functions as an important socio-cultural mechanism for ensuring information security in the digital environment. The study resulted in the development of an axiological-anthropological-praxeological model of digital volunteerism.

The findings demonstrate that traditional values such as mutual assistance, solidarity, and responsibility are transformed in the digital space into new forms of informational responsibility and ethical behavior, forming the basis of information security culture. At the same time, digital volunteerism contributes to the development of individual responsibility, critical thinking, and ethical awareness.

In practical terms, digital volunteer activity includes monitoring information flows, identifying misinformation, promoting digital literacy, and supporting safe online communication. These practices play a significant role in strengthening information security. Thus, the integration of value-based, human-centered, and practical components confirms that digital volunteerism acts as an effective socio-cultural resource for ensuring information security in modern digital society.

Discussion

The Conceptual and Philosophical Foundations of Volunteering and Online Volunteering

From a philosophical and axiological perspective, digital volunteerism can be understood as a transformation of traditional social values into the digital environment. Classical values such as mutual assistance, solidarity, and civic responsibility do not disappear but acquire new forms within digital communication, becoming elements of informational responsibility and ethical interaction. In this context, digital volunteerism should not be reduced to a purely technological activity. Rather, it represents a new cultural value that influences social relations and contributes to the formation of responsible behavior in the digital space. This transformation reflects a shift from direct interpersonal support to mediated, network-based forms of social participation.

The theoretical framework of this transformation can be interpreted through the ideas of Jürgen Habermas, who emphasizes the role of communication, dialogue, and mutual understanding in constructing social reality. In the digital environment, these principles are manifested through responsible information exchange and ethical participation in online interactions.

At the same time, Ulrich Beck highlights the growing role of global risks, including informational threats such as misinformation and digital manipulation. In this context, digital volunteerism emerges as a form of civic response to these risks, aimed at protecting the integrity of the information space.

The concept of the network society developed by Manuel Castells further explains how digital communication reshapes social structures. Digital volunteers act within networked systems, influencing information flows and contributing to the formation of social trust and digital responsibility.

In addition, contemporary information ethics provides important insights into the moral dimension of digital practices. Luciano Floridi interprets the digital environment as an "infosphere", where human actions must be guided by ethical responsibility [8]. From this perspective, digital volunteerism can be seen as a mechanism for maintaining ethical order within the infosphere.

At the same time, Shoshana Zuboff draws attention to the risks of increasing control and data exploitation in the digital environment. This highlights the dual nature of digital volunteerism: while it contributes to information security, it may also be associated with potential risks of surveillance and overregulation [9]. Therefore, its development requires a careful balance between civic responsibility and individual freedom. Thus, digital volunteerism represents a complex socio-cultural phenomenon that integrates traditional values, digital responsibility, and ethical challenges, requiring comprehensive philosophical interpretation.

In the Republic of Kazakhstan, the development of volunteering is currently identified as one of the priorities of state policy. This trend makes it possible to understand volunteering not only as a mechanism of social support, but also as a cultural and philosophical phenomenon grounded in civic responsibility, social solidarity, and value orientations. In this regard, the Ministry of Information and Social Development of the Republic of Kazakhstan and the Civil Initiatives Support Center operate as the key authorized institutions that provide systematic support and coordination of volunteering activities.

To develop volunteering institutionally, two stages of the “Road Maps for the Development of Volunteering” (2021-2023 and 2024-2026) were approved. These strategic documents include four main directions for the development of volunteering and 85 specific measures aimed at their implementation. The implementation of more than 275 volunteering projects and over 1,200 public initiatives in recent years demonstrates the growing social significance of volunteering [10]. In addition, the establishment of the “Birgemiz” front office at the national level and 20 regional volunteering centers coordinating the volunteering movement across the country strengthened the institutional foundation of volunteering and created conditions for expanding citizens’ public engagement.

From a philosophical perspective, volunteering is closely connected with fundamental categories such as free choice, altruism, moral responsibility, and orientation toward the common good. These characteristics allow volunteering to be described as conscious action that goes beyond formal obligations and is based on an individual’s internal value positions. Under the conditions of digital society, this phenomenon takes on new features and is manifested in the form of online volunteering [11].

Since online volunteering is a relatively new social phenomenon, academic literature has not developed a unified conceptual approach to its interpretation. Different researchers describe it using various terms such as digital volunteerism, online volunteering, and virtual volunteering. Such conceptual diversity requires clarification of the content, boundaries, and philosophical meaning of online volunteering. Therefore, analyzing the existing conceptual apparatus and forming an authorial position in accordance with the research objectives is a relevant methodological task.

Volunteering carried out in digital space retains the value foundations of traditional volunteering while implementing them in a new technological environment. This expands the notion of voluntary responsibility, linking it not only to physical participation but also to maintaining information security, adhering to digital ethics norms, and shaping safe digital behavior in the educational environment. From this standpoint, online volunteering is considered a significant philosophical and socio-pedagogical resource for forming information security culture in educational institutions.

The Scientific and Pedagogical Characteristics of Online Volunteering

As a contemporary form of volunteering, online volunteering is closely connected with the general theoretical foundations of volunteering. Therefore, the analysis of online volunteering should begin with a scholarly reflection on the content, meaning, and functions of volunteering as a phenomenon. In socio-philosophical and pedagogical research, volunteering is examined in relation to civic engagement, social responsibility, and personal development. This phenomenon has been studied extensively in the works of domestic and international scholars and interpreted through various theoretical approaches.

S.V. Abramova classifies scholarly views on volunteering into several groups. The first group interprets volunteering as an educational technology and describes it as experience that ensures successful socialization of the younger generation, formation of civic consciousness, and assimilation of public values. In this view, volunteering functions as a pedagogical influence tool that supports adaptation to the social environment and contributes to the development of moral qualities. The second group defines volunteering as citizens’ voluntary and conscious activity aimed at providing socially significant help free of charge and creating conditions for volunteers’ personal growth and self-realization [1; 19]. These views help to reveal the pedagogical and axiological dimensions of volunteering.

In the twenty-first century, due to the rapid development of digital technologies, a new form of volunteering—online volunteering—has entered scholarly discourse. In Russian and international scholarship, online volunteering is considered a transformed manifestation of voluntary action in the context of digital society. While preserving core values of traditional volunteering, online volunteering differs in implementing

them in virtual space. This format removes time and spatial constraints and enables broader social groups to participate in public initiatives.

Academic literature offers various definitions and classifications of online volunteering. Some researchers consider it a type of social assistance carried out via information and communication technologies, while others interpret it as a particular form of implementing civic responsibility in digital space. Such theoretical diversity makes it necessary to analyze the scientific and pedagogical meaning of online volunteering more deeply and to examine it in the context of forming information security culture in the education system [12].

From a pedagogical standpoint, online volunteering is an important socio-pedagogical resource aimed at developing learners' digital literacy, responsible digital behavior, conscious attitudes toward information security, and voluntary action grounded in public values.

The Role of Online Volunteering in the School Information Security System

In contemporary digital society, online volunteering can be identified as a modern form of self-development and self-realization. This phenomenon is a type of social activity based on voluntary action, conscious choice, and moral responsibility. For young people in particular, online volunteering has become an important mechanism for increasing social engagement, shaping civic stance, and mastering responsible behavior in digital environments.

In shaping a school information security system, online volunteering is not only a tool of technical support but also a value-based and cultural mechanism. Philosophically, information security is a complex concept that includes an individual's culture of interaction with information, critical thinking, and ethical responsibility. Describing modern society as a "risk society", U. Beck notes that the growth of digital threats requires new forms of individual and collective responsibility [13]. This thesis supports the importance of voluntary civic participation, including online volunteering, in ensuring information security in schools.

Online volunteering in the school environment makes it possible to perform tasks such as identifying harmful or dangerous content, distinguishing misinformation, and building skills for protecting information. Within the network society theory, M. Castells argues that conscious management and responsible use of information flows is a key condition for social stability [3; 240]. From this perspective, online volunteers act as mediators that help develop an information security culture within the school community.

In addition, online volunteering is an effective tool for developing digital skills and increasing social engagement. According to P. Bourdieu's theory of social capital, participation in voluntary activity expands individuals' social ties and forms an environment based on trust and cooperation [14]. In school contexts, this contributes to students' orientation toward collective responsibility, mutual support, and the internalization of shared values.

The formation of information culture and the improvement of the digital literacy of the school community constitute another important dimension of online volunteering. According to J. Habermas's theory of communicative action, stability in the public sphere is grounded in conscious communication and mutual understanding [13; 88]. Online volunteering implements these principles in digital space, teaching students responsible information exchange and adherence to digital ethical norms.

Thus, online volunteering in the school information security system functions as a comprehensive socio-pedagogical mechanism grounded in voluntary responsibility, digital culture, and social values. It is an important philosophical resource for shaping safe digital behavior in the educational environment and strengthening an individual's conscious civic position [15].

In the contemporary educational environment, ensuring information security is not limited to administrative regulation or technical control. This process should be considered a cultural phenomenon based on individuals' value orientations, conscious choice, and voluntary responsibility. From this perspective, digital volunteerism becomes especially important as a philosophical and socio-pedagogical mechanism for forming information security culture in schools.

At the philosophical level, information security culture can be explained through the dialectic of freedom and responsibility. As opportunities for free information exchange expand in digital environments, an individual's ability to perceive information critically, use it in accordance with ethical norms, and understand the social consequences of their actions becomes central. In this context, digital volunteerism, as voluntary action, shapes moral dispositions, a conscious orientation toward the common good, and responsible behavior in digital space [16].

The proposed philosophical model includes three interrelated dimensions: axiological, anthropological, and praxeological.

Within the axiological dimension, digital volunteerism establishes information security as a value. Here, security is not merely protection but also a condition for the stability of the educational environment and trust-based communication. Through online volunteering, students strengthen such core values as integrity, responsibility, mutual respect, and service to the public interest.

Within the anthropological dimension, digital volunteerism contributes to the formation of the individual as a digital subject. The student is no longer only a passive consumer but becomes an active and responsible actor in the digital space. This process supports self-knowledge, self-regulation, and conscious management of one's behavior in digital environments.

Within the praxeological dimension, online volunteering is implemented through specific socio-pedagogical practices. These include identifying harmful content in schools, conducting explanatory work aimed at improving information literacy, disseminating digital ethical norms among peers, and providing support to teachers and parents on information security issues. Such practices integrate digital volunteerism into the internal culture of the school.

Thus, the model of forming information security culture through digital volunteerism makes it possible to build a stable socio-pedagogical system in the educational environment grounded in voluntary responsibility and clear value orientations. This model is aimed at providing a philosophical foundation for information security policies of educational organizations and integrating them with the process of personal development.

Conclusion

Thus, online volunteering becomes an important tool for strengthening information security in educational organizations: it increases young people's social engagement, develops information culture, and improves the digital literacy of the school community. Consequently, online volunteering can be considered an important pedagogical resource for building an information security system in educational institutions. Effective organization of online volunteering supports the introduction of innovative practices into the educational process and contributes to achieving sustainable results in the field of information security.

This study demonstrates that digital volunteerism is an important socio-cultural resource for ensuring information security in the digital environment. It is based on the transformation of traditional values such as mutual assistance, solidarity, and responsibility into new forms adapted to digital communication. Digital volunteerism promotes self-development, increases social engagement, and contributes to the formation of information culture and digital literacy, especially among young people. In educational settings, it can be effectively used to involve students in information security activities and to develop responsible behavior in the digital space.

Thus, digital volunteerism can be considered an effective pedagogical and social mechanism for strengthening information security and improving the quality of the educational environment.

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Цифрлық кеңістіктегі ерікті жауапкершілік: білім беру жүйесіндегі ақпараттық қауіпсіздіктің философиялық интерпретациясы

Қазіргі цифрлық қоғам жағдайында білім беру кеңістігінің жедел цифрлануы ақпараттық қауіпсіздік мәселесін тек техникалық немесе ұйымдастырушылық шеңберде ғана емес, философиялық-аксиологиялық тұрғыдан пайымдауды талап етеді. Осы контексте цифрлық волонтерлік ерікті жауапкершілікке, саналы тандау мен қоғамдық игілікке негізделген әлеуметтік-мәдени феномен ретінде ерекше өзектілікке ие болуда. Мақалада цифрлық кеңістіктегі ерікті қызметтің мәні және оның білім беру жүйесіндегі ақпараттық қауіпсіздікті қамтамасыз етудегі философиялық интерпретациясы талданды. Зерттеу объектісі ретінде білім беру ұйымдарында жүзеге асырылатын цифрлық (онлайн) волонтерлік қарастырылды. Сонымен қатар мақалада ақпараттық қауіпсіздік мәдениеті құндылықтық феномен ретінде айқындалып, оны қалыптастырудағы цифрлық волонтерліктің тәрбиелік және әлеуметтік-педагогикалық әлеуеті ашылады. Философиялық талдау нәтижесінде білім беру кеңістігі үшін авторлық аксиологиялық-антропологиялық-праксеологиялық модель ұсынылады, онда цифрлық волонтерлік қауіпсіздікке бағдарланған жауапты мінез-құлықты қалыптастыратын маңызды мәдени ресурс ретінде негізделеді. Алынған тұжырымдар цифрлық этика, ақпараттық қауіпсіздік және еріктілік философиясы саласындағы ғылыми зерттеулер үшін әдіснамалық маңызға ие.

Кілт сөздер: цифрлық еріктілік, ерікті жауапкершілік, ақпараттық қауіпсіздік, цифрлық білім беру кеңістігі, цифрлық этика, аксиология, құндылықтар жүйесі, азаматтық жауапкершілік, этикалық практика, философиялық тұжырымдамалық модель.

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Добровольная ответственность в цифровом пространстве: философская интерпретация информационной безопасности в системе образования

В условиях современного цифрового общества ускоренная цифровизация образовательного пространства требует осмысления проблемы информационной безопасности не только на техническом или организационном, но и на философско-аксиологическом уровне. В данном контексте цифровое волонтерство приобретает особое значение как социально-культурный феномен, основанный на принципах добровольной ответственности, осознанного выбора и ориентации на общественное благо. В статье анализируется сущность добровольной деятельности в цифровом пространстве и ее философская интерпретация в обеспечении информационной безопасности системы образования. Объектом исследования выступает цифровое (онлайн) волонтерство, реализуемое в образовательных организациях. Культура информационной безопасности рассматривается как ценностный феномен, формирование которого связано с воспитательным и социально-педагогическим потенциалом цифрового волонтерства. В результате философского анализа предложена авторская аксиолого-антрополого-праксеологическая модель формирования культуры информационной безопасности в образовательной среде, в рамках которой цифровое волонтерство обосновывается как значимый культурный ресурс, способствующий развитию ответственного и ориентированного на безопасность поведения. Полученные выводы обладают методологической значимостью для исследований в области цифровой этики, информационной безопасности и философии добровольчества.

Ключевые слова: цифровое волонтерство, добровольная ответственность, информационная безопасность, цифровое образовательное пространство, цифровая этика, аксиология, система ценностей, гражданская ответственность, этическая практика, философская концептуальная модель.

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