

DESIGN OF THE SOCIAL ACTIVITY DEVELOPMENT OF STUDENT YOUTH IN THE STRUCTURE OF VOLUNTEER ACTIVITIES

¹Natalia V. Belyakova, ²Yuliya V. Bazhdanova, ³Olga V. Mizonova, ⁴Eleonora V. Egorova, ⁵Dmitriy V. Miroshkin, ⁶Petr G. Grabovyy, ⁷Ashot S. Kagosyan

¹PhD in Psychology, Associate Professor of the Department of Social, General and Clinical Psychology, Russian State Social University, Moscow, Russia. E-mail: nbelyakova@mail.ru

²Senior Lecturer of the Department of Psychology, Plekhanov Russian University of Economics, Moscow, Russia. E-mail: asa2006@yandex.ru

³PhD in Philosophical Sciences, Associate Professor of the Department of Psychology, National Research Ogarev Mordovia State University, Saransk, Russia. E-mail: mizonovaov@mail.ru

⁴PhD in Philology, Associate Professor of the Department of the English Language for Professional Activities, Ulyanovsk State University, Ulyanovsk, Russia. E-mail: eleonor_63@mail.ru

⁵PhD in Medical Sciences, Associate Professor of the Department of Human Anatomy, Pirogov Russian National Research Medical University, Moscow, Russia. E-mail: dvm-anatom@yandex.ru

⁶Doctor of Economics, Professor, Head of the Department of Construction Management and Real Estate Management, Moscow State University of Civil Engineering (National Research University), Moscow, Russia. E-mail: onib@mail.ru

⁷Doctor of Education, Professor of the Department of Psychology and Pedagogy, Gzhel State University, Elektroizolyator, Russia. E-mail: gzhelnauka@mail.ru

Abstract

The paper presents the results of a study of scientific literature on the formation and development of social activity among students. The paper outlines the studied age-related psychological and pedagogical characteristics of student youth. Diagnostic tools for the research problem were selected, and volunteer activity as a social phenomenon was also studied. Based on all the results obtained, the conclusions were drawn that a large percentage of students have average and below average indicators in the level of social activity. The study proved the necessity to develop volunteer activities in higher education institutions. The authors of the paper have developed volunteer project, the purpose of which was to increase the social activity of student youth through involvement in volunteer activities. The project implementation will ensure the formation of students' knowledge and skills that are required for active participation in social activities. The project is directed at developing the essential skills of social activity among students and broadening their horizons. Volunteering within the framework of the project will also provide students with more successful socialization and the opportunity to build their own path of public life.

Keywords: student youth, social activity, volunteer activity, educational and professional activity, cognitive component, motivational sphere, socially significant activity.

INTRODUCTION

At present, youth is the driving force of the development of society, through the activity, creative approach and ambition of young people.

Today, young people are called the major potential of society. They are ready to change themselves and the reality that surrounds them.

The importance of this work lies in the fact that currently the development of social activity of student youth has become one of the most important problems in the development of social relations in society. The period of youth is the period when young people set important life objectives for themselves, for example, professional self-determination, which determine their further life path. During the period of growing up, young people become independent, form life attitudes and make plans for the future. That is why it is important for student youth to acquire certain competences, for example, the ability to control oneself and one's actions, dedication, seriousness, the ability to find an approach to people who can further help the young person in self-realization.

The formation of the individual's personality, socialization of personality, introduction to the "world of adulthood" from an early age occurs directly under the guidance of parents and teachers. If not to deal with upbringing of the child, the development of his personal qualities, then the child will enter the "world of an adult" unprepared.

Social activity, as an activity that ensures socialization and personal development, is of paramount importance for students already in high school. Thus, E.A. Arkin (1927; 1929) wrote that "... when a child is immersed in the stream of collective life, then such aspects of the child's individuality follow, which, due to possible other conditions, cannot appear or be discovered. In a team worthy of its image, the child does not dissolve, but, on the contrary, finds conditions for the identification and flowering of his best abilities" (Vezhevich, 2009).

The object of our study was the process of increasing the social activity of student youth.

The subject of the study was the activities of student youth in the framework of volunteer movements.

The purpose of the study is to build an optimal trajectory for the development of social activity of student youth through involvement in volunteer activities.

To achieve this goal, the following objectives were set:

- 1) to define the concept of "social activity", "volunteer activity";
- 2) to study the age characteristics of student youth;
- 3) to diagnose the level of social activity of student youth;
- 4) to design a volunteer program.

Research hypothesis: the effectiveness of the formation and social activity development of student youth depends on their involvement in volunteer activities.

The works of E.A. Anufriev (1969; 1971; 1984), K.D. Ushinsky (1988), A.V. Mudrik (1984; 1991; 2002), T.N. Malkovskaya (1973; 1988), O.I. Efimova et al. (2018), V.G. Mordkovich (1970; 1972); R.S. Nemov (1994; 2005); A.V. Petrovsky (1982; 1995) and others became the theoretical basis of the study.

Theoretical Review

Social activity as a scientific term in humanities and various social sciences is interpreted in different ways. Within the framework of philosophy, "social activity - shows the functioning of the individual in society. Social activity is associated with the development and modification of reality, it is determined by the active nature of man" (Elsukov & Shulga, 1991; Frolova, 2001). In psychology, much attention is paid to the study of internal factors in the formation of a person's social activity.

According to V.V. Zenkovsky (2003): "with the development of social activity in children, it is necessary to create a mental inclination for activity, but not one skill of social interaction. The development of a child's social powers consists in preparing him for social life, from the point of view of the social ideal" (Pilipchevskaya, 2008).

Social activity in the economy is divided into three types (labor, cognitive-creative and socio-political) and is considered as a measure of the social transformative activity of workers.

Social activity in cultural studies is defined as the conscious activity of an individual who modifies the social conditions that surround him.

In our opinion, social activity should be considered in the unity of three components: 1) a social phenomenon; 2) personality traits; 3) the condition of the activity. Social activity should be realized in certain social conditions (relations) and have social significance for the subjects of these relations.

The social role of the individual is manifested in social activity, which is determined by social norms and values. This socially active activities form various types of social activity and is expressed in the social quality of the individual, as well as in the value understanding of the significance of social activity (Salakhova et al., 2019; Salakhova et al., 2020; Bayanova et al., 2019).

Social activity within the framework of our work will be defined within the framework of the term "volunteer activity", through which the development of social activity of student youth is possible.

The term "youth volunteer activity" is disclosed in the Fundamentals of the State Youth Policy of the Russian Federation for the period up to 2025 (Order of the Government of the Russian Federation of November 29, 2014 N 2403-r). Youth volunteering is a voluntary socially oriented and socially useful activity of young citizens, carried out by performing work, providing services without receiving monetary or material remuneration (Order of the Government of the Russian Federation of November 29, 2014 N 2403-r; Kornev, Petruchak & Zenin, 2019).

Major objectives of the volunteer activity are (Order of the Government of the Russian Federation of November 29, 2014 N 2403-r):

- ☐ involving young people in social activities and informing them about points of growth;
- ☐ providing opportunities for young people to express themselves, realize their potential and get well-deserved recognition in Russia;
- ☐ development of creative activity of young people;
- ☐ integration of young people who into the life of society.

☐ Applied objectives are (Order of the Government of the Russian Federation of November 29, 2014 N 2403-r):

- ☐ teaching young citizens certain skills and stimulating vocational guidance;
- ☐ mastering skills of self-realization and self-organization to solve social problems;
- ☐ retaining professional skills, knowledge and competencies after getting professional education during the period of temporary absence of work, employment;
- ☐ replacing asocial behavior with social; humanistic and patriotic education, etc. (Krutitskaya, 2015).

Volunteering is now understood as voluntary assistance provided by an individual or group of people. Such activities are designed to perform work that does not pursue the goal of obtaining benefits. Such assistance can take many forms, ranging from traditional types of assistance to the joint efforts of many people.

Volunteers are an important tool in achieving significant social objectives and occupy an important place in the system of modern education of children and youth. Volunteer activity is focused on the formation of universal human spiritual and moral values.

Traditionally, the main areas of volunteering are:

- ☐ social patronage of orphanages and the elderly;
- ☐ municipal government (work in local municipalities);
- ☐ medical assistance (hospital charity services);
- ☐ pedagogical support (support for children and adolescents);
- ☐ socio-psychological and legal support (youth psychological and legal services);
- ☐ protection of the environment;
- ☐ intellectual development (organization and holding of intellectual competitions);
- ☐ sport, tourist and military training;
- ☐ creative development (organization of creative events, competitions, holidays);

□ leisure activities (organization of free time for children, adolescents and youth);

□ social local lore studies, etc. (Krutitskaya, 2015)

In the 90s of the XX century the first mention of the management of a youth organization arose. It was at this time that life in the country was moving to a new stage in the formation of the economy, which ultimately provoked a decrease in assistance to youth organizations, as well as a rejection of youth policy and the transition of educational institutions to cost accounting.

During this period, the leaders of youth public organizations undertake to independently develop development projects, as well as independently attract part of the required funds.

Educational institutions are the leading base for the life of youth public organizations. At present, it is they who can create acceptable socio-cultural and educational conditions for the development and existence of harmoniously and fully developed personality of a person, creatively thinking, capable of self-improvement and self-affirmation, possessing responsibility and civic consciousness. Any classical university is obliged to comply with three areas of work with students: educational, scientific and extracurricular (moral education). One can stress that it is these elements that are considered components of the educational concept of the university. If the educational and scientific directions guarantee the quality of the student's knowledge, then the extracurricular activities directly enable the student to realize himself from a creative point of view. As a result, it suggests that extracurricular activities at a higher education institution provide a wide range of opportunities for the formation, development and functioning of youth public organizations.

Materials and Methods

Diagnosing the formation level of students' social activity. The study embraced 1-4 year students of Russian State Social University, Plekhanov Russian University of Economics, Pirogov Russian National Research Medical University, Ulyanovsk State University, Moscow State University of Civil Engineering and National Research Ogarev Mordovia State

University. The study sample was made up of 600 people.

The purpose of the study is to determine the level of the social activity formation of student youth.

Basic research methods:

- theoretical analysis;
- empirical research (testing).

To have an idea of the level of the social activity formation, it is necessary to develop criteria and indicators to assess their formation. The following criteria were used as criteria to determine the level of the social activity formation:

1. Motivational criterion, which helps to assess the content of the motive to participate in social activity;
2. Organizational and activity criterion, which includes the determination of factors and conditions for the implementation of socially significant activities;
3. Cognitive criterion, which includes a complex of knowledge in the framework of the implementation of social activity in social activities.

A selection of diagnostic methods was made according to the indicated criteria of social activity.

The ratio of criteria and diagnostic methods used to assess the formation of students' social activity in terms of each criterion is presented in Table 1.

Table 1. *The ratio of criteria and diagnostic methods.*

| Social activity criteria | Diagnostic methods |
|--------------------------|---|
| Organizational-activity | The technique for identifying communicative and organizational inclinations "COI" of Sinyavsky & Fedorishin (Fedorishin, 1980). |
| Motivational | The "MSF Test Questionnaire: Motivation for Success and Fear of Failure" (Rean, 1999). |

Results and Discussion

The results after applying the technique for identifying communicative and organizational inclinations "COI" of Sinyavsky & Fedorishin (Fedorishin, 1980).

This technique makes it possible to diagnose the level of development of both communicative and organizational abilities of the subjects. The data on the test results for the levels of formation of communicative and organizational skills are presented in Figures 1 and 2.

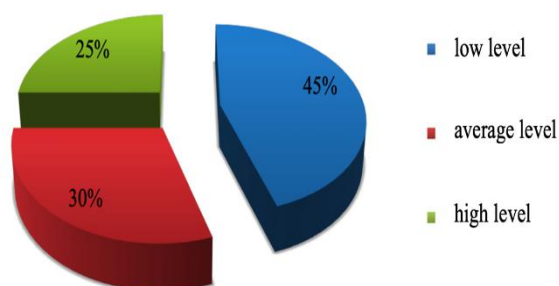


Figure 1. The level of the formation of organizational inclinations among students (in %)

The results of the diagnostics of organizational skills showed that 45% of students have a low level of the organizational skill formation; 30% of students have an average level and 25% have a high level.

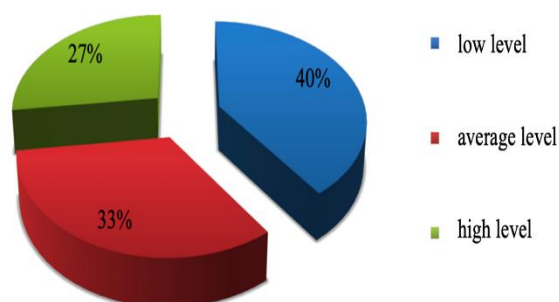


Figure 2. The level of the formation of communicative inclinations among students (in %)

The study of communication skills showed that 40% of students have a low level of communication skills; 33% have an average level; 27% of students have a high level.

Students who have demonstrated high scores in communication and organizational skills have leadership qualities, they are active, proactive, and are not afraid of responsibility.

Students with average indicators, are shy and reserved, have a sufficient measure of responsibility, but rarely show activity in various events, do not strive to be leaders.

High school students with a low level of formation of communicative and organizational skills have difficulties in communication and establishing social contacts, they are inactive, try to avoid participating in social events, as they experience difficulties when speaking in front of many people, they do not know what to do when non-standard situations arise, they are unorganized.

The next stage of the study was to diagnose students' motivation using the "MSF Test Questionnaire: Motivation for Success and Fear of Failure" (Rean, 1999).

The survey results are shown in Figure 3.

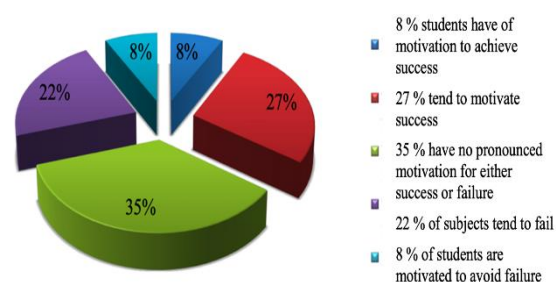


Fig. 3. Diagnostics results of motivation for striving for success and motivation for avoiding failure

The study of motivation showed that 8 % students have of motivation to achieve success; 8 % of students are motivated to avoid failure; 22 % of subjects tend to fail; 35 % have no pronounced motivation for either success or failure; and 27 % tend to motivate success.

Further, based on the results obtained, we determined the level of the social activity formation based on the points according to the first and second techniques. According to the results of diagnostics of the level of the social activity formation, 28 % of students have a high level; 42 % have an average level and 30 % of students have a low level.

The obtained results of the study indicate that in higher educational institutions it is necessary to develop and implement volunteer activities aimed at the formation and development of students' social activity.

Thus, student youth is, on the one hand, a complex social group, and on the other hand, it is a favorable environment for activities of this area (through volunteer activities).

Conclusion

The development of social activity is an inseparable part of a full-fledged human life. In the course of social activity, a person develops communication skills (the ability to establish contact, the ability to negotiate, restraint, self-control); ideas about what is important and significant to him. A person also interacts with the world, showing himself as an active person, able to think, act and achieve high results.

Social activity is an activity that is based on the values, norms, rules and attitudes learned by the individual in the process of socialization. For the formation and development of social activity, it is necessary to form responsible behavior among students, develop the values of morality and law, and instill universal human norms.

In the course of the study, the scientific literature on the problem of fostering social activity was analyzed. Different viewpoints of scientists on the definition and content of the concept of "social activity" were found during the analysis. Various definitions of sciences were also discovered that reveal the concept of "social activity". The age-related psychological and pedagogical characteristics of older adolescents were explored in the study and diagnostic tools for the research problem were selected, and also volunteer activity as a social phenomenon was examined.

Scientists, defining social activity as a conscious, directed interaction of the individual and society, paid attention to the fact that the motives of social activity are considered as conscious factors that induce members of society to interact rapidly with each other, to exert a positive impact on each other.

On the basis of theoretical analysis criteria for the social activity development were selected in the study, and, taking account of these criteria, diagnostic tools were chosen.

Based on all the results obtained, one can draw conclusions that a large percentage of the subjects have average and below average indicators in the level of social activity. The

study proved the necessity for the development of volunteer activities in higher education institutions.

We have designed a volunteer project "Young Volunteer", the purpose of which was to raise the social activity of student youth through their involvement in volunteer activities.

The project program included 8 lessons, which are divided into 4 blocks:

1. Organizational block - the block is designed for one lesson, in which students will be introduced to the history of the volunteer movement in Russia and in the world;

2. Information and training block - this block is designed for 4 lessons;

□ Lesson 1 - an introductory master class, which implies an acquaintance with the concept of "volunteer activity";

□ Lesson 2 is focused on team building. A rope course to foster team building will be held with the participants;

□ Lesson 3 - meeting with an activist of the "RYL" (Russian Youth League), to conduct a master class to improve the soft skills of the school participants.

□ Lesson 4 is directed at conducting a training master class on the arrangements and holding an in-school event.

3. Practical block - consists of two activities. The first one is holding the event designed by the participants at the school. The second one is holding a New Year party for children from additional education centers.

4. Analytical block - is the final block, which includes one lesson, the purpose of which will be to analyze the work done in the volunteer school and carry out self-analysis.

Within the project implementation, through master classes, lectures and games, knowledge and skills are formed that will help students to realize themselves in volunteer activities on their own.

Summarizing the foregoing, we can say that this project can help develop the necessary skills of social activity among students, broaden their horizons, and also help open a new sphere of public life for everyone. Volunteer activities, in

which students will take part, will also open up the opportunity for them to participate in various city events. Thanks to this vast experience, students will be able to socialize much faster and continue their social life within the student council, volunteer corps, and a public organization.

Reference

- [1] Anufriev, E.A. (1969). Social activity of personality. Moscow: Knowledge.
- [2] Anufriev, E.A. (1971). The social role and activity of the individual. Moscow: Moscow State University Publishing House.
- [3] Anufriev, E.A. (1984). Social status and personality activity: Personality as an object and subject of social relations. Moscow: Moscow State University Publishing House.
- [4] Arkin, E.A. (1927). On the study of the children's collective: the library "Bulletin of education". Moscow: New Moscow.
- [5] Arkin, E.A. (1929). Tasks and methods of studying the school team. Translated from German. Ed. and with an introductory article. Moscow - Leningrad: GIZ.
- [6] Bayanova, A.R., Sizova, Z.M., Chistyakov, A.A., Prokopyev, A.I. & Vasbieva, D.G. (2019). A philosophical view of organizational culture policy in contemporary universities. *European Journal of Science and Theology*, 15(3), 121-131.
- [7] Efimova, O.I., Salakhova, V.B., Oshchepkov, A.A., Khudyakove, T.L. & Deberdeeva, N.A. (2018). Antisuicidal Potential of the Person: Theory and Empirics Research. *Modern Journal of Language Teaching Methods*, 8(5), 510-517.
- [8] Elsukov, A.N. & Shulga, K.V. (1991). *Sociological Dictionary*. Minsk: University.
- [9] Fedorishin, B.A. (1980). Professional consulting work with high school students. Kiev: Radinska school.
- [10] Frolova, I.T. (2001). *Philosophical Dictionary*. Moscow: Republic.
- [11] Kornev, A.V., Petruchak, L.A. & Zenin, S.S. (2019). Scientific and methodological foundations of the formation of the legal culture of youth. Moscow: Prospect.
- [12] Krutitskaya, E.V. (2015). Methodical recommendations for the development of volunteering (volunteering) at school. Moscow: Moscow State University for the Humanities.
- [13] Malkovskaya, T.N. (1973). Education of social activity of senior schoolchildren. Leningrad: Publishing house of the Leningrad State Pedagogical University named after A.I. Herzen.
- [14] Malkovskaya, T.N. (1988). Social activity of high school students. Moscow: Pedagogy.
- [15] Mordkovich, V.G. (1970). Social and political activity of workers: Problems of methodology, methods and techniques of sociological research. Resp. ed. L.N. Kogan. Sverdlovsk. Proceedings of the Department of Economic Research. Academy of Sciences of the USSR. Sverdlovsk: Ural Branch of the USSR Academy of Sciences.
- [16] Mordkovich, V.G. (1972). Ways of shaping the social activity of the individual under socialism. Moscow: Thought.
- [17] Mudrik, A.V. (1984). Communication as a factor in the education of schoolchildren. Moscow: Pedagogy.
- [18] Mudrik, A.V. (1991). Socialization and the Time of Troubles. Moscow: Knowledge.
- [19] Mudrik, A.V. (2002). Social pedagogy. Moscow: Publishing Center "Academy".
- [20] Nemov, R.S. (1994). Psychology of education. Moscow: IP.
- [21] Nemov, R.S. (2005). Supernormal activity as an expression of the active social position of the team and the individual. *Practical Psychology*, 2, 94-102.
- [22] Petrovsky, A.V. (1982). Personality. Activity. Collective. Moscow: Politizdat.
- [23] Petrovsky, A.V. (1995). Introduction to Psychology. Moscow: Publishing Center "Anamalia".
- [24] Pilipchevskaya, N.V. (2008). Studying the social activity of students of a pedagogical university: theory and practice. *Bulletin of Tomsk State Pedagogical University*, 2(76), 15-19.
- [25] Rean, A.A. (1999). The Psychology of the Study of Personality. St. Petersburg: V.A. Mikhailov Publishing House.
- [26] Salakhova, V.B., Dugarova, T.T., Erofeeva, M.A., Damdinov, A.V., Karpova, T.G. & Pakhomov, R.V. (2020). Education and morale building activity of

- youth as system-forming factors in providing the national security of Russia: a model of empirical research. *Turismo-Estudos E Praticas*, 4. URL: <http://natal.uern.br/periodicos/index.php/RTEP/article/view/2237>
- [27] Salakhova, V.B., Sokolovskaya, I.E., Ulyanova, I.V., O.V. Karina & Terekhova, A.I. (2019). Deviant behavior formation factors among students: aggressive behavior and internet risks. *Práxis Educacional*, 15(14), 683-694.
- [28] Ushinsky, K.D. (1988). *Pedagogical essays*. Moscow: Pedagogy.
- [29] Vezhevich, T.E. (2009). Formation of positive leaders among students as one of the ways to maintain stability in society. *Secondary vocational education*, 1, 41-44.
- [30] Zenkovsky, V.V. (2003). *Pedagogical essays*. Compiled by: E.G. Ossovsky, O.E. Ossovsky. Saransk: Krasnij October.