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PECULIARITIES OF FORMATION OF SOCIAL ACTIVITY OF UNIVERSITY STUDENTS

Implementation of socio-political and socio-economic reforms in the state necessitates the search for practical ways of organizing the successful socialization of student youth, creating the appropriate conditions for self-actualization, formation of social activity. It is substantiated that creative self-realization of the personality is impossible without its social activity in important spheres of vital activity. Qualitative indicators of social activity of students are determined by curiosity, creative interest, emotionality, enthusiasm, aspiration for creative achievements, aspiration for leadership, aspiration for a high external evaluation, sense of responsibility and responsibility, personal significance of creative activity, aspiration for self-education, self-education of creative abilities. The forms and methods of socio-pedagogical work on the development of social activity of student youth of the university have been experimentally checked (organization of volunteer activity, development of social projects, work in the organs of student self-government, development and implementation of social-pedagogical projects, involvement of students in artistic and creative activity, etc.).

Key words: social activity, development, student, university, socio-pedagogical work.

General statement of the problem. Formation of Ukrainian statehood, integration into European and world community, the development of civil society, the transition to a market economy assume the orientation on the formation of personality, which is capable of self-education and self-development, is able to apply the acquired knowledge, to think critically, to process information, seek to improve their own lives and the life of the state. A high level of intellectual and creative potential of each person becomes the factor that significantly affects the overall economic development of the country. Particularly acute is felt at the present stage of development of Ukraine, because today is not yet able to solve actual problems of education of youth. Among the reasons for such a situation is called a lack of intellectual readiness of the subjects (teachers) to adopt a complex and at the same time, creative solutions; the actual problem remains a shortage of gifted, creative and socially active professionals high – level professionals in various industries.

However, implementation of socio-political and socio-economic reforms in the conditions of the modern sovereign Ukraine requires not only substantiate the theoretical bases of training of specialists with advanced professional skills who are able to think creatively and to extrapolate new ideas on the present and the future, but also predetermines the necessity of finding practical ways of successful socialization of young people, including students, creation of appropriate conditions for its actualization, the formation of social activity.

A systematic analysis of the socio-pedagogical and psychological literature on the specified problem has revealed that in the works of scientists revealed the structure of endowments and the basic principles of work with gifted children (M. Hnatko, 2015)¹; features of social development of students in extracurricular time in higher education (Shashenko S., 2013)²; socio-pedagogical analysis of the socialization of young people in the industrial region

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¹ Hnatko M. (2015). *Struktura obdarovanosti ta zasadni pryntsypy roboty z obdarovanyimi ditmy* [The structure of giftedness and the basic principles of working with gifted children]. *Obdarovana dytyna – A gifted child*, 4, 4–5.

² Shashenko, S. (2013). *Sotsialne stanovlennia studentskoi molodi u pozaaudytornyi chas u vyshchyykh navchalnykh zakladakh* [Social formation of student youth in extra-curricular time in higher educational institutions]. Kyiv: Dyvo.

(P. Plotnikov, 2014)³; prospects for the development of self-realization independence of students in their self-regulation strategies (Pajares, F., Valiante, G., 2002)⁴; a study of the mathematical achievements through strategies of self-regulation, as well as the organization of educational process in the regular math classes (F. Perels, Dignatth C., Schmitz B., 2009)⁵; educational standards for the education of the individual and the training of teachers to achieve it (Torian-Baska, J., Johnsen S., 2007)⁶.

Thus, despite relevant research in pedagogical science in Ukraine and abroad, today there is a need for such scientific works that would disclose the peculiarities of mechanisms of social and pedagogical interaction in order to optimize the development of social activity of students - future social educators.

Research methods. 434 students, pedagogical staff and administration of the Izmail State Humanitarian University (Izmail, Ukraine) were involved in the pedagogical experiment on the development of social activity of the student's youth of the University. Diagnostic methods were used to determine the level of social activity of student youth of the university: the test «Are you sufficient enough» to establish the general activity of students? «Test Questionnaire Measuring Achievement Motivation» to identify the motive for striving for success and avoiding failure; Method «Schwarzlander Motor Test» for diagnosing the level of claims; «Express-diagnostics of self-esteem of boys» for studying student self-esteem; «Orientation questionnaire» to study the orientation of the individual; The «Your creative potential» test to set up students' set-up for creativity.

During the organization of socio-pedagogical work, a number of forms and methods were used (volunteer work organization, work in student self-government bodies, development and implementation of socio-pedagogical projects, involvement of students in artistic and creative activities, etc.).

Results. In order to determine the level of social activity of student youth, at the stage of the pedagogical experiment, two groups of students of the Izmail State Humanitarian University (Izmail, Ukraine) were interviewed: experimental (268 students of day-time education at the Faculty of Pedagogy) and control (266 full-time students of the faculty management, administration and information activities).

Consequently, the quantitative data of the confirmatory experiment confirmed the inadequate social activity of university students. Referring to the experimental data, we conclude that in a higher education institution it is necessary to optimize educational work on the development of social activity of students, the means of which may include the inclusion of youth in volunteer work, the activities of student self-government bodies and artistic groups, the development and implementation of them socially -pedagogical projects.

Discussion. As for the development of social activity of youth as a special pedagogical condition for successful socialization, it should be noted that creative self-realization of the individual is impossible without its social activity in important spheres of life. That is why formation of social activity of youth is one of the most important tasks of social pedagogy, including social education and social education in general. At the same time, as Plotnikov P. (2014, p.177) rightly observes, «the process of formation of social activity of a young person takes place under the influence of two interrelated moments – the conditions created by a democratic society for revealing the creative possibilities of the individual and rational and efficient use of these conditions by the person».

³ Plotnikov, P. (2014). *Osnovy sotsializatsii molodi promyslovoho rehionu* (Sotsialno-pedahohichnyi analiz) [Fundamentals of Socialization of Youth in the Industrial Region (Socio-Pedagogical Analysis)]. Donetsk : DonNu.

⁴ Pajares F, Valiante G (2002). *Students' self-efficacy in their selfregulated learning strategies: A developmental perspective*. Psychologia 45:211-221.

⁵ Perels F, Dignatth C, Schmitz B (2009). *Is it possible to improve mathematical achievement by means of selfregulation strategies?* Evaluation of an intervention in regular math classes. Eur. J. Psychol. Educ. 24(1):17-31.

⁶ VanTassel-Baska J., Johnsen S. (2007). *Teacher education standards for the field of gifted education: a vision of coherence for personnel preparation in the 21st century*. Gifted Child Q. 51:182-205.

That is, the social activity of the individual acts as its ability to social interaction, in general, responding to the social nature of man. After all, people are not only an object, but also a subject of social relations. Thus, we can state that in modern literature, social activity is revealed in three aspects: as a state of the subject, as a quality, personality trait (we have identified it as a criterion for socialization); as a relation to the activity, the relationship of the subject with the environment and how the degree of manifestation of the social capacity of man. That is why one can agree with Antonova O. (2016)⁷, who states that social activity in the modern university is the main quality of socialization.

The qualitative indicators of social activity of students were determined by us: curiosity, creative interest, emotionality, enthusiasm, aspiration for creative achievements, aspiration for leadership, aspiration for obtaining a high external evaluation, a sense of responsibility and responsibility, personal significance of creative activity, a desire for self-education, self-education of creative abilities.

Social activity we understand as the quality of personality, which manifests itself in various types of socially significant activities. Socially significant activities served as a connecting link between the theoretical training of future social educators and their independent work in social care institutions and facilitated the acquisition of socially valuable experience by students.

Work in the organs of student self-government. If we disclose the possibility of involving students in such a socially important activity as work in the organs of student self-government, it should be noted that this not only promotes the disclosure of their desires, abilities, creative potential. Undoubtedly, students with organizational or leadership giftedness have the opportunity to show themselves as leaders in student self-government (old-age, student's dean's office, student trade union committee). At the same time, their activities also allow active attention to social protection, promote better education, upbringing and self-education, discipline, humane relations, and enhance the cultural and spiritual level of other students (Feldhusen J., 2007)⁸. In addition, it ensures the formation of such a professionally important quality as social responsibility.

We have found that when students are included in student self-government bodies it is expedient, first of all, to familiarize them with the structure of these bodies, to clarify the functions and responsibilities, directions of work. It will promote more conscious motivation of students to active activity in such bodies, participation in research activities, conferences, competitions, exhibitions, competitions.

During the experiment we carried out the inclusion of persons in the structural units of self-government on the activities (educational, cultural, informational, legal, etc.). During these activities students have gained significant experience in organizational work, taking part in the decision of certain questions of training and education, organization of meaningful leisure time. In addition, given the fact that along with common interests, students are endowed with individual inclinations, preferences, Hobbies, in parallel, we stimulated the incorporation of clubs, studios on interests. Thus, in particular, in the Izmail state humanitarian University (Ukraine) has the following Studio interests: vocal Studio «Kantylena», Studio of author's song and dance Studio «Renaissance», theatre Studio, the image of the Centre of folk-literary Studio. Conducted educational work among students and the corresponding motivation has allowed not only to involve them in the work of these studios. A number of students took an active part in such University activities as an intellectual game «What? Where? When?» on the topic: «The history of the University: past and present», «Night of the guitar», the issue of the monthly wall newspaper «University» and «Forty». Properly organized experimental research work

⁷ Antonova, O. (2016). *Teoretychni ta metodychni zasady navchannia pedahohichno obdarovanykh studentiv* [Theoretical and methodological principles of teaching pedagogically gifted students]. Zhytomyr : Vydavnytstvo ZhDU im. I. Franka.

⁸ Feldhusen J. (2007). *Educating teachers for work with talented youth*. In N. Colangelo and G. A. Davis (Eds.), *Handbook of gifted education* (2 ed.). Boston Allyn & Bacon.

contributed to the fact that the system of student government acted as special form of individual initiative, independence, responsibility of students, directed them to the solution of key problems of life as a student youth, development of their public activity, support for social initiatives. In particular, with the participation of members of student government were held themed events such as «Autumn ball», «Day of knowledge», «the Day of dedication of freshmen in students», «Open doors Day», «Feast of the last bell», «Day of education», «Ceremonial presentation of diplomas to the graduates».

Inclusion of students in volunteering activities. The next way of developing the social activity of students is to attract them to another type of socially significant activity – volunteer. As practice has shown, inclusion of students in volunteer activity is possible in two directions: firstly, within the limits of passing of social and pedagogical practice – it is so-called organized or obligatory participation; secondly, it is the creation of volunteer groups, clubs, schools, whose participants volunteer to implement programs of centers for social services for the family, children and youth, implementation of projects of public organizations for the reform of the system of care, etc.

As for the first direction, within this framework, we were working with students mainly at the stage of motivation and for some time at the stage of activity. At the same time, we used the most typical forms of working with groups of volunteers (Zvyeryeva I., 2012)⁹: lectures as a basic method for volunteering (for example, «Volunteer Street Work Technologies»); conversations at volunteer classes for more fruitful pedagogical interaction, for fixing material and learning new ones (eg, «How to assess your volunteer potential, or Who can I help»); business games on practical classes in various areas of social and pedagogical activity for effective mastering of material and acquiring practical skills; «Brainstorming» in order to stimulate, study one or another topic and more effective learning (for example, Free Love: say «yes» or «no»); discussions with volunteers on the most pressing, acute issues, topics (for example, «How to abandon the supply of drugs»); workshops for volunteers with the aim of further learning theoretical knowledge (for example, «Forms and methods of working with groups of adolescent students for the prevention of substance abuse»); socio-psychological training for the purpose of coverage and analysis of socio-pedagogical problems of interpersonal communication (for example, «Assertiveness, communication, emotional self-regulation»); conferences (scientific-practical, reading, press conferences, for example, «Social problems through the prism of periodicals»); «Round tables» for volunteers with the involvement of state and community structures in order to discuss the interaction on the issues of the functioning of the volunteer school, the development of a volunteer movement (for example, «Volunteer Movement of Ukraine – Traditions and Present»); fees for the exchange of experience and the development of new forms of work with different categories of the population.

With the students who reached the stage of creativity, a volunteer club «Beam of Kindness» was created. The organization of the work of this club was carried out with the active participation of students themselves, in particular, which exhibit social, organizational and communicative abilities. In addition, with their help, other students of the specialty «Social Pedagogy» were involved in the activities of the club. Students of the volunteer club took an active part, for example, in such events as: information actions on the Day of Mental Health, the World Tuberculosis Day, Human Rights Day; preventive actions for the International Day Against Drug Abuse substances and drug trafficking, the Day of understanding with HIV-positive people, as well as participation in social projects dedicated to the International Day of Family, the International Day of Disabled, requiem to the day of liberation. The Victory Day, celebration of the anniversary of Bukovinsky Veche.

The leadership of the volunteer activity in the educational institution and assistance in its implementation (planning, training, analysis) were assigned to the teachers of the Department of Social Pedagogy and Psychology. The curator of the volunteer club fulfilled the following

⁹ Zvyeryeva, I. (2012). *Ency`klopediya dlya faxivciv social`noyi sfery` [Encyclopedia for professionals in the social sphere]*. Kyiv: Universum.

functions: providing consulting and methodological assistance in organizing and implementing both the general club work and the directions; in case of necessity, carried out scientific guidance of volunteer research work.

Assessing students participate in volunteer activities, it should be stressed that it contributed to the formation of important personal qualities needed for future careers of students – future social workers as kindness, tolerance, empathy, sociability, activity. Of course, this is a socially significant work, and further branching and an increase in the number of volunteers, not only from student collectives, but also from children's organizations, allowed to attract more children and young people to it.

Development and implementation by students of social and pedagogical projects. It is rather difficult for the organization, but at the same time quite useful both for the development of research and social skills, designing, communicative, organizational skills, as well as for the students' self-actualization, the following form of development of social activity, especially cognitive, as social and pedagogical design, turned out to be. Thus, within the framework of its realization, an experimental «Circle of Pedagogical Creativity» was created. Its participants, first of all, mastered the foundations of socio-pedagogical design and scientific creativity, and then worked on their own tasks. This happened according to the following scheme: the student received a specific task for independent work on a scientific project for the academic year (the form of work was either individual or co-operative), which he performed with the help of a specially appointed curator, and at the end of the year all the students of the circle officially made their experts public.

Results at the interdisciplinary colloquium. Quite interesting were the projects such as «Children of the street: ways to overcome problems», performed by Chuzhuk Natalia, «Social and pedagogical support of gifted children in the educational process of secondary schools», performed by Cyril Kateryna, who, moreover, being a 4th year student, organized and held the «Week of Social Pedagogy» at the Pedagogical Faculty of the Izmail State Humanitarian University.

Student-researchers on the vocation was focused on the project «Scientific change». First and foremost, special training sessions were organized for them, organized by experienced teachers from different specialties. During this training young scientific acquaintance met: with social requirements to the main directions of development of national and international research; with methodological principles, research methods and methods of obtaining new knowledge in problem areas; with scientists and scientific schools, with modern requirements for young scientists in relevant problem areas. In the future, strengthened knowledge in the course of socio-pedagogical practice. The highest rates of students showed in the ability to draft programs that are implemented in socio-pedagogical activities with children and young people. Some of the projects developed by the students were actually implemented during volunteering. In particular, the project «Help yourself», drawn up during the practice by student Terticheskaya Tatiana (girl – disabled group 3), laid the foundation for the work of the «Student» of the university and the student social service. The results of the program more than successful: working with students in the dormitory intensified the livelihoods of students, updated content and forms of social and educational activities.

Involvement of student youth in activities in art collectives. An important direction that contributed to the development of social activity of student youth and the humanization of the educational space of an educational institution was the revitalization of the students' creative potential, raising their cultural level. Here an important role played by university cultural centers, whose mission was to bring students to culture, to develop them as active participants in the artistic and socio-cultural process.

Practice has shown that attracting student youth to activities in artistic groups, gives them the maximum opportunities to realize their creative abilities, as well as to develop aesthetics of everyday life. This was facilitated by the presence of stable, artistic groups working for several years, which successfully represented educational institutions at university, city and all-

Ukrainian festivals and contests. For example, students who have organizational and various kinds of artistic abilities are quite actively involved in such forms of activities as: performances of the theatrical circle «In the circle of friends» and the vocal ensemble «Charivnytsia», the choreographic ensemble «Triumph», disco parties with an entertaining program, Participation in the festival of students in Kyiv «Colors of the autumn – 2017», living concert programs - New Year's Ball at the Rector, Music concerts, concert dedicated to the International Women's Day March 8th, etc.; solemn academy on the occasion of dedication of freshmen to students, «Student / student of the year – 2018», competition of performers of folk and pop songs «Zhivitsa» dedicated to the 60th anniversary of the birthday of famous singer Nazariy Yaremchuk, «Christmas meetings», competition for the best artistic group amateur activities.

The wide possibilities of personal self-realization and maximum relaxation provided unconditional and participation in the club of fun and smart. An important factor was his bulk and the availability of participation. From a pedagogical point of view, this form of socio-educational work allows us to use practically all methods of pedagogical action on the student. In this case, the teacher remained in the position of a friend, an active participant in the creative process. The process of the club's fun and savvy contributes to communication, creative search, the collision of characters, emotions, interests, which determined its powerful social potential. As it is advisable to note in this regard, Shashenko S. (2013)¹⁰, in itself, the artistic event does not have any pedagogical value, but finds it in the case when the student participates in its preparation, and is not a passive observer. The creation of such relationships in the system of interaction between students and the surrounding society assumed spatial socialization, the leading factor which was the interest in the results, which is based on a person-oriented approach to students from all objects of the educational process.

Thus, it can be stated that, by engaging in creative activity, students realized the need to evaluate their activities, in confirmation of its correctness, social significance. A positive assessment of their activities caused a sense of satisfaction, a desire to work better, raised the need for the implementation of actions that deserve the approval of the team, comply with its principles and rules. With this approach, each «played role» - whether this participation in the team of the club of funny and savvy, in the work of the volunteer squad, dance team - has become a factor in personal development, increasing social activity and the condition for the success of the process of socialization.

To verify the effectiveness of the introduction of forms and methods of social and pedagogical work on the development of social activity of university students, the results of control tests were analyzed in two groups of students of the Izmail State Humanitarian University (Izmail, Ukraine): an experimental, in which classes were conducted using these techniques, and control, which worked under the usual plan of educational work.

The monitoring of the manifestations of social activity by student youth at the control stage of the experiment proved the effectiveness of the experimental research work carried out in the framework of educational and educational work in parallel in four areas: work in the bodies of student self-government, inclusion of students in volunteering activities, development and implementation of youth social and pedagogical projects, involvement of student youth in activities in art collectives.

Conclusions. In today's Ukraine, the actual problem is the lack of gifted, creative and socially active workers - high level specialists in various fields. This poses a problem for educators to find practical ways of organizing the successful socialization of student youth, creating the appropriate conditions for self-actualization, and the formation of social activity. Creative self-realization of personality is impossible without its social activity in important spheres of life. That is why the formation of social activity of youth is one of the most important tasks of social pedagogy, including social education and social education in general. To

¹⁰ Shashenko, S. (2013). *Sotsialne stanovlennia studentskoi molodi u pozaudytomnyi chas u vyshchyykh navchalnykh zakladakh* [Social formation of student youth in extra-curricular time in higher educational institutions]. Kyiv: Dyvo.

quantitative indicators of social activity of students can be attributed: their high overall activity, high performance, the presence of motivation to succeed in the activity, high level of claims and adequate self-esteem. All of them were diagnosed with appropriate techniques.

It is established that the development of social activity of young people promotes their attraction to socially significant activities, namely: work in the organs of student self-government; volunteer activity; socio-pedagogical design; activity in artistic groups, club of fun and smart.

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Furduy S. Peculiarities of formation of social activity of university students

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