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SOCIAL ACTIVITY OF FUTURE SOCIONOMY SPECIALISTS: FACTOR ANALYSIS OF EXTRACURRICULAR ACTIVITY

ABSTRACT

The content of the structural elements in the model of social activity development for future socionomy specialists is revealed in the article. The structure of the significant components comprising the social activity of the individual is considered in the context of social interaction. The interrelationships between the social activity of the individual and social interaction are the basis of the principles and mechanisms that form the development of prosocial activity and procedural unity at the level of determining the components of the model of pedagogical influence on the formation of the subjectivity of future socionomy specialists. The regulatory mechanisms responsible for the key functions of the relationship between the components of social activity and social competence of future professionals are identified. The structure of free time for future socionomy specialists in different types of social activity is characterized.

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The frequency of distribution of certain types of social activity among students in extracurricular time within civil society organizations and the factor connection of the free time with the frequency of distribution of certain types of social activity among students in extracurricular time within civil society organizations is clarified. The author substantiates the expedience to study the revealed connections while developing pedagogical means of social activity development in future socionomy specialists within the competence-oriented professional training.

KEYWORDS

social activity, future socionomy specialists, extracurricular activity, free time activity, factors of social activity development, pedagogical modelling

Introduction

The development of the future socionomy specialist's social activity is a complex integrative dynamic system of personal values development, the specificity of which is determined by the specific combination of internal attitudes and norms of the social environment, the motivational sphere of personality and the system of personal meanings that provides the interaction of these elements. The external determinant of the future specialist's prosocial behavior, as a type of interaction with society, is social information in the form of value standards which is transmitted by institutions of socialization and which is subjectively perceived by the individual and is determined by the system of standards – social competences in the process of obtaining professional education. These competences are acquired by the future specialist both during the educational process and various social practices. Therefore, an important criterion for predicting the future specialist's social activity is indicators of his/her voluntary participation in certain types of socially significant extracurricular activities. The internal aspect determining the development of the future specialist's social activity means that the acquired values become the basis for the formation and preservation of attitudes that appear in a transformed form as motives for activity and behavior, because the dual nature of personality values determines its double functional value due to the individual and social experience of personality. Hence, an important factor in the development of the future specialist's activity is the socially significant content of leisure-time practices during the period of professional education.

The theoretical and methodological approaches of today's pedagogy towards studying sociology specialists' social activity are based on the pedagogical concepts presented in such works as:

- theoretical and methodical bases of formation of creative thinking of the future sociology specialists' in the conditions of university education (Akimova, 2014);
- professional communication of future sociology specialists' as an object of psychological and pedagogical management (Savenkova, 2005);
- development of regulations on the humanization of vocational education and determining the educational environment for professional training of future sociology specialists' (Yaroshynska, 2015).

The social-psychological peculiarities of future specialists' development while studying at HEIs in the context of the social development tasks (Herman, 2008; Ptashnyk-Serdiuk, 2014). The issues of everyday activity, productivity of self-change aimed at dissensus are studied (Zhornova, 2009). Social activity as a component of personal activity integrated into social relations at the level of professional activity and development of professional groups (Shadrikov, 1982).

Achievement of a person's professional self-realization depends to a greater extent on how quickly and intensively a person realizes his own potential in the process of mastering the profession and adapts to its requirements and conditions (Matvienko, 2009).

The connection between the development of social activity and social competence of future sociology specialists in the context of modern changes in educational and environmental factors and the relevance of developing a model of future sociology specialists' social activity was thoroughly studied by such foreign researchers as (Kanning, 2012; Cattell, 1971; Kurtz, 2010). The works of the above mentioned and many other researchers allow us to consider problematic such aspects of the future specialists' social activity as the development of criteria for modelling the development and quality prognostication of future specialists' social activity, in particular interactions of developmental factors of their social self-organization and self-realization in certain types of socially significant extracurricular activity in various social practices during the period of professional education.

The purpose of the article is a theoretical substantiation of a complex model of research on the development of the future sociology specialist's social activity and an empirical confirmation of the prospects of its application in the pedagogical practice.

Discussion

The dissemination of a competence approach to the development of social qualities of future professionals allows us to consider approaches to modelling the development of social activity of future sociology specialists in modern scientific discourse. Primarily, it can be done in the context of identifying those aspects that give a possibility to reflect the conformity / non-conformity of future specialists' actions with the principle of finding the best possible form of prosociality development for the future specialists to subordinate their own behaviour to moral requirements in the context of social goals (Averina, 2020).

The extrapolation of the content characteristics of the qualitative markers used in sociological research in order to indicate the development of social competence in

future socionomy specialists as social actors – Ability, Readiness, Responsibility (Fig. 1) (Hlebova, 2017), and markers demonstrating the level of social activity realization in future socionomy specialists (Consent, Inclusion, Participation) (Fig. 2) (Griffin, 2015). Let us say that their combination contains a very obvious integration potential for studying the function of socionomy specialists’ social activity (as a form of “organization of social knowledge”, a form of “organization of communication skills”, a form of “social opposition to ignorance”) (Fig. 3), and the prospect of using a functional connection with the operational parameters of the relevant social competences identified by U. Kanning (Fig. 4) (Kanning, 2012).

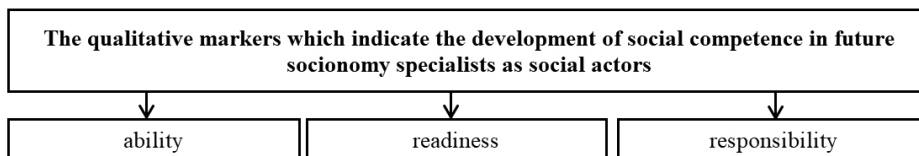


Fig. 1. The indicators demonstrating the level of social competence development in future socionomy specialists as social actors.

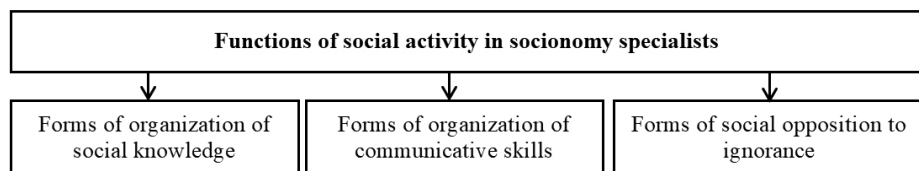


Fig. 2. The functions of social activity in socionomy specialists.

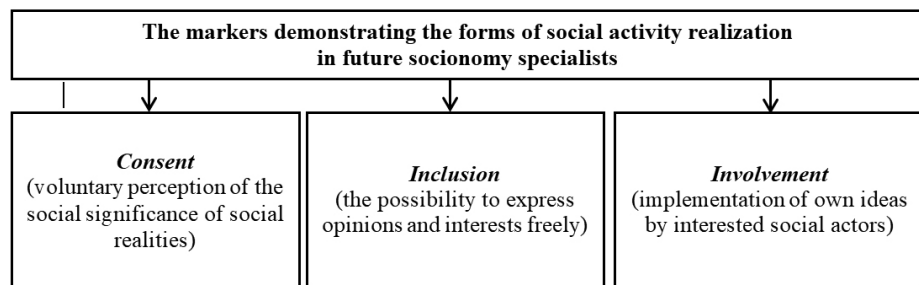


Fig. 3. The markers demonstrating the forms of social activity realization in future socionomy specialists.

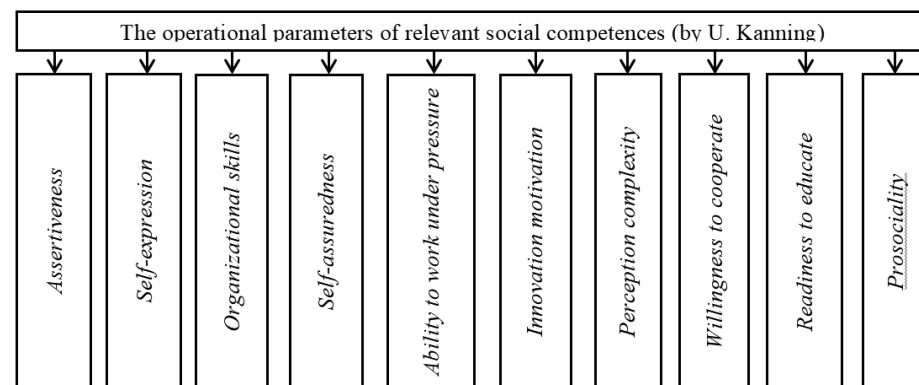


Fig. 4. The operational parameters of relevant social competences (by U. Kanning).

Since social activity belongs to the category of generalized, integral psychological phenomena of the modern individual's life, we emphasize the importance of forms and means identifying the content of the subjective activity for socionomy specialists with the aspect of self-object relations that characterize the future specialist as a sociocultural actor. Researchers understand socio-cultural activity as a voluntary activity that:

- occurs in the usual format of human daily actions;
- is realized as acquisition and appropriation of the sense of existence;
- is practically embodied through the actions of carriers and (re) translators of this sense.

In turn, in the process of socio-cultural activity self-object relations unfold as:

- awareness of one's own actions is the initial and defining stage in the formation of subjective activity;
- realized ability to build relationships against the background of relationships with oneself, through self-appeal;
- understanding activity as a directed change of oneself;
- conscious initiation of one's own daily activity and comprehension of its consequences (Zhornova, 2008).

All the above allows us to include a wide range of daily activities in the criteria of social activity of future socionomy specialists as an indicator of direction and productivity of self-change, based on the skills of finding common interest with others in everyday life, gaining experience (competence) of the self-change influence on everyday life (Zhornova, 2009).

In this situation, it is important that the need (potential) for self-development should be determined by the actualization of the characteristics of self-development (self-activity, vital activity, level of self-awareness development) and is provided by the basic level of personal self-development (the area of real development), and, also, by richness of personal life (the area of immediate development) and this need appears when the content structure of individual consciousness changes and when semantic formations are transformed into motivational-value, cognitive, reflexive-activity and other components in the structure of the future specialists' readiness for professional self-development (Kuzikova, 2010). Thus, modelling the process of social activity development involves the determination of a number of criteria of reflectivity, orientation, motivation, volitional self-control, perseverance and other indicators of the availability and level of a certain subjective experience of future specialists.

Thus, based on the considered system-forming factors of the content components in the category of prosocial orientation, and taking into account that all of them seem to be dynamic semantic systems which form the value orientation of personality (Byk, 2015) "in its unity and its main essence", we can also state the need to consider social activity in the educational communication environment and as a result of the interiorization of evolutionary forms of social structure and exchange between the structural elements of the specialist's educational space, and as a holistic phenomenon (Kholod, 2010). It means that the structure of significant components of social activity in the context of social interaction, on the relationships of which the principles and mechanisms of modelling the development of prosocial activity are based, determines a certain procedural unity while determining the components of the model of pedagogical influence on the formation of students' subjectivity.

In order to identify the social factors of social activity activation for socionomyspecialists, the author conducted sociological and pedagogical research on social activity of students at four Ukrainian higher education institutions (HEI) who are studying in such specialties as "Social Work", "Psychology" / "Practical Psychology", "Primary Education", "Marketing", "Preschool education", "Management", "Social pedagogy", "Economics", "Hotel and restaurant business", "Journalism". 610 students from four Ukrainian HEIs, such as Bohdan Khmelnytsky Melitopol State Pedagogical University (13.7% of students), Ternopil Volodymyr Hnatiuk National Pedagogical University (43.5%), Borys Grinchenko Kyiv University (13.5%), Chernihiv National Technological University (29.2%), took part in the sociological and pedagogical research on social activity of future sociology specialists.

All of the respondents are obtaining socionomic professions: 26,1% of students are studying in specialty "Social Work", 29,9% - in specialty "Psychology" / "Practical Psychology", 14,3% - Primary Education", 11,5% - "Marketing", 6,5% - Preschool Education", 3,5% - Management", 3,3% - "Social Pedagogy", the rest of the students are studying in such specialties as Economics", "Hotel and Restaurant Business", "Journalism". The standard error for general data does not exceed 4% at a 95% confidence interval. The students' involvement in the activities of civil society organizations (CSOs) was determined by answering the following question: "In the activities of which civil society organizations have you been involved for the last 12 months?" The results of the descriptive (frequency) analysis are sorted by the answer "I did it / I didn't do it" (Fig. 5).

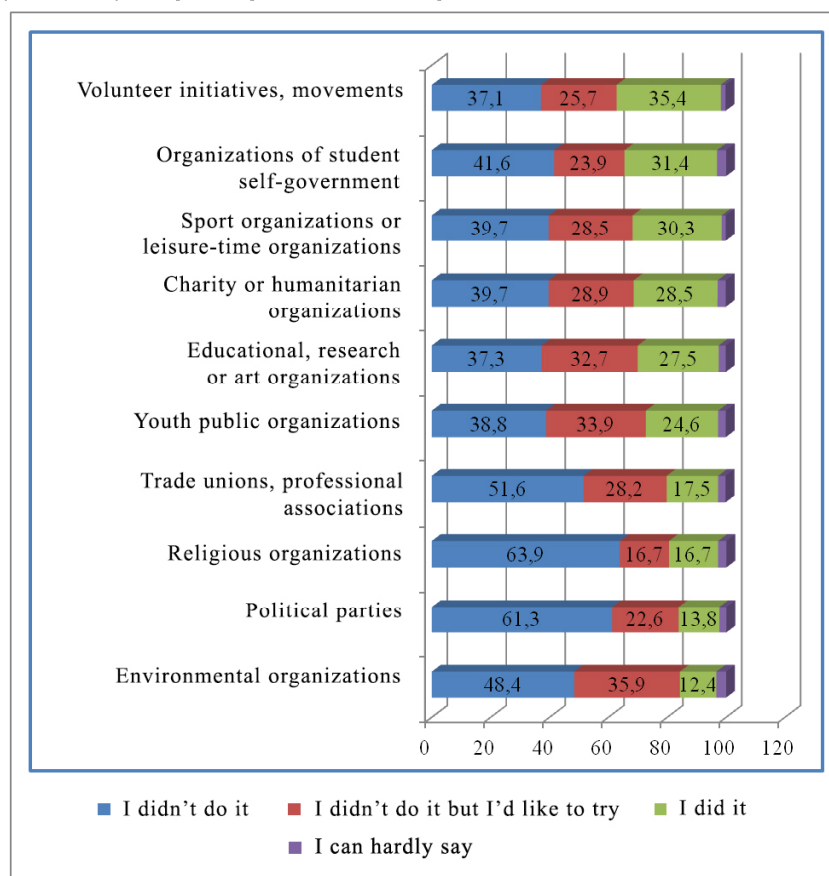


Fig. 5. Distribution of answers (in %) to the question: "In the activities of which civil society organizations have you been involved for the last 12 months?"

The most popular/common kinds of social activity among students in civil society organizations are involvement in volunteer initiatives, movements (35.4% of students have been involved in them for the last 12 months), organizations of student self-government (30.5%) and sport organizations or leisure-time organizations (30.3%). The least common are such kinds of activities as involvement in religious organizations (16.7%), political parties (13.8%) and environmental organizations (12.4%). Some students who were not involved in any of these activities at the moment of survey would like to take part in some kinds of social activity under those conditions which are provided by the civil society organizations. Among the unrealized kinds of activity students would like to take part in are activity in environmental organizations (35.9% of students said they wished to try it), youth public organizations (33.9%), educational, research or art organizations (32.7%), charity or humanitarian organizations (28.9%).

If we consider the ratio (in %) of those who would like to try a particular activity to those who have already been involved in it, it will give us some idea of the potential for increasing student involvement in civil society organizations. Thus, the greatest potential for student involvement is provided by the activities of environmental organizations (289%), political parties (164%), trade unions, professional associations (161%); the least potential can be seen in volunteer initiatives, movements (73%), student self-government organizations (76%), sports organizations or leisure-time organizations (94%).

Below are the results of the research on the activity structure of free time for future sociology specialists in different types of social activity within the educational institution.

The activity structure of students' free time was determined by the answers to the question: "How often do you, on average, prefer such activities in your free time?" The results of descriptive (frequency) analysis are sorted by the answer "very often" (see Fig. 6).

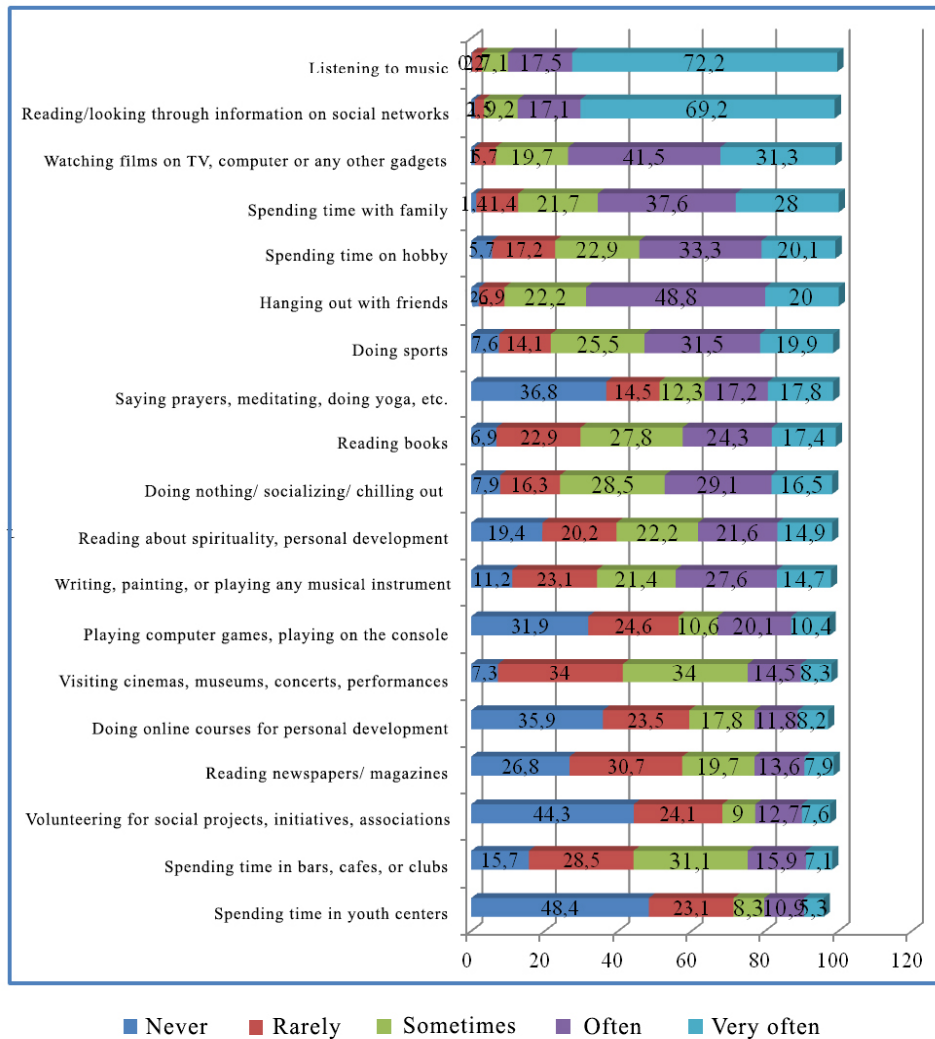


Fig. 6. Distribution (in %) of answers to the question: "How often do you, on average, prefer such activities in your free time?"

In their free time most of the students "very often" listen to music (72,2% of students), read/look through information on social networks like Facebook, Instagram, Telegram, and others (69,2%), watch films on computer, TV or any other gadgets (31,3%), spend time with family (28%), hang out with friends (20%) and spend time on their hobby (20,1%). Least of the students "very often" play computer games / console (10,4%), visit cinemas, museums, concerts, performances (8,3%), do online courses for personal development (8,2%), read newspapers / magazines (7,9%), volunteer for social projects, initiatives, associations (7,6%), spend time in bars, cafes, clubs (7,1%), youth centres (5,3%).

It is clear that every student is engaged (with different frequency) in various kinds of activities in his/her free time. The correlation analysis can help us answer the question which way all these activities are connected. According to the purpose of our study, we will give only the results of the analysis demonstrating the relationship (Spearman's rank correlation coefficient, r_s) between volunteering, visiting youth centres and other

activities in free time. The factor analysis of students' activities in free time allowed us to distinguish 4 latent factors which explain 51.8% variable dispersion. The first factor which explains 27.53% dispersion and which was interpreted by us as "Socio-cultural and spiritual development" include the following kinds of activities: volunteering for social projects, initiatives, associations, spending time in youth centres, reading newspapers/ magazines, doing online courses for personal development, visiting cinemas, museums, concerts, performances, spiritual practices, reading books and, in particular, reading about spirituality, personal development. Another factor which explains 10.48% dispersion and which was named "Entertainment" covers such kinds of activities as playing computer games/ console, socializing /, chilling out, spending time in bars, cafes, or clubs. The third factor which is responsible for 7.84% dispersion and named "Self-realization" include such kinds of activities as spending time on hobby, doing sports, creativity (writing, painting, playing musical instruments). The fourth factor "Passive and recreational activity" which explains 5.61% dispersion include such activities as reading/ looking through information on social networks, hanging out with friends, listening to music, spending time with family, watching films on computer, TV or any other gadgets.

Conclusions

The analysis of the approaches and concepts which are considered in the article and deal with the research on social activity determines the relevance of a comprehensive approach to the issue and modelling the system of social activity development for the future socionomy specialists. At this, one should take into account those regulatory mechanisms which are responsible for key functions of interrelation between competence components (self-actualization, self-analysis, self-orientation, self-determination, self-regulation, self-communication, self-organization) and mechanisms of interiorization and exteriorization of internal subsystems of the student's social activity: identification, constructive orientation, mobilization, self-realization, integration.

Consideration of the author's research on the prevalence of certain types of social activity among students in extracurricular activities within civil society organizations and the activity structure of free time for future socionomy specialists in various types of social activity allows us to state that within the educational institution the factor which encourages the individual to implement social behaviour is his/her attitude to the objects of the world, social objects and subjects, which together are the stimulators of socially oriented actions.

The functioning of these substructures of social activity through the connection and interaction of intrapersonal and activity substructures allows us to state that it is necessary to study the identified connections while developing pedagogical tools for social activity of future socionomy specialists within competence-oriented professional training.

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AKTYWNOŚĆ SPOŁECZNA PRZYSZŁYCH SPECJALISTÓW SOCJOLOGII: ANALIZA CZYNNIKÓW DZIAŁALNOŚCI POZALEKCYJNEJ

STRESZCZENIE

W artykule ujawniono zawartość elementów strukturalnych w modelu rozwoju aktywności społecznej dla przyszłych specjalistów od socjologii. Struktura istotnych komponentów składających się na aktywność społeczną jednostki rozpatrywana jest w kontekście interakcji społecznych. Wzajemne powiązania między społeczną aktywnością jednostki a interakcją społeczną są podstawą zasad i mechanizmów, które kształtują rozwój aktywności prospołecznej i jedności proceduralnej na poziomie określenia składowych modelu wpływu pedagogicznego na kształtowanie się podmiotowości przyszłych specjalistów od socjologii. Zidentyfikowano mechanizmy regulacyjne odpowiedzialne za kluczowe funkcje relacji między składnikami aktywności społecznej a kompetencjami społecznymi przyszłych profesjonalistów. Scharakteryzowano strukturę czasu wolnego przyszłych specjalistów od socjologii w różnych typach aktywności społecznej.

Wyjaśniono częstotliwość rozpowszechniania niektórych rodzajów aktywności społecznej wśród uczniów w czasie zajęć pozalekcyjnych w organizacjach społeczeństwa obywatelskiego oraz czynnikowy związek czasu wolnego z częstotliwością dystrybucji niektórych rodzajów aktywności społecznej wśród uczniów w czasie zajęć pozalekcyjnych w organizacjach społeczeństwa obywatelskiego. Autorka uzasadnia celowość badania ujawnionych powiązań przy opracowywaniu pedagogicznych środków rozwoju aktywności społecznej przyszłych specjalistów socjologii w ramach doskonalenia zawodowego zorientowanego na kompetencje.

SŁOWA KLUCZOWE

aktywność społeczna, przyszli specjaliści od socjologii, zajęcia pozalekcyjne, aktywność w czasie wolnym, czynniki rozwoju aktywności społecznej, modelowanie pedagogiczne