

УДК 378.091.212

DOI: <https://doi.org/10.35774/gsip2023.02.094>

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## THE STATE OF DEVELOPMENT STUDENTS' SOCIAL ACTIVITY

**Abstract.** *The article is dedicated to theoretically substantiating key aspects of the social activity development among students pursuing education in the socio-economic field, and to experimentally assessing the level of social activity development among first-level (bachelor's) education seekers. Based on the analysis of scientific sources, the main forms of social activity manifestation in various spheres of personal social life are identified, including political, civic, cultural, creative, labor, communicative, and business activities. The article presents the outcomes of an experimental investigation designed to assess the level of social activity development among students at the bachelor's education level. The findings shed light on the students' social activity, revealing patterns, tendencies, and areas for potential enhancement. This research contributes to a better understanding of the dynamics of social activity development in the student population.*

*The research identifies that social activity manifests in active life attitudes, civic positions, and national participation, involving interaction with the surrounding environment. This interaction is shaped through the social and volitional efforts of individuals during the implementation of planned activities.*

*The article also presents the results of an experimental study conducted among first-level (bachelor's) education seekers. A questionnaire was used to investigate the desires and forms of support for the social activity of youth with a socio-economic profile of education. Additionally, the locus of control was determined using the method of O. Ksenofontova. According to the diagnostic results, the level of social activity development among students is at an average level. Most students exhibited an unstable need for social activity, demonstrating fluctuating emotional attitudes towards it, limited awareness of the concept of "social activity," and situational effectiveness in the socio-political sphere.*

*To summarize, it can be stated that specific behavioral reactions, such as emancipation, grouping with peers, and enthusiasm, have already formed among students. Interaction with peers is a necessary element for achieving common*

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goals, contributing to the development of social interaction skills, and shaping authority, locus of subjective control, and value orientations.

**Keywords:** social activity, students, development of social activity, value orientations, locus of control, development of social activity.

**The statement of the problem in a general form and its connection to important scientific or practical tasks.** Currently, Ukraine is undergoing fundamental changes that necessitate the reorientation of each individual towards a high level of civic engagement and the ability to achieve set goals.

Researchers from various fields have explored the formation of social activity, highlighting the complexity and relevance of the issue at different stages of societal development. The roots of social activity research can be traced back to classical theories of personality formation, such as activity theory A. Leontiev, psychosocial theory E. Erikson, personality orientation theory E. Bern and others.

Human beings are social entities, and their living space is shaped by society through small and large groups, social institutions, formal and informal social centers. Through social activity, individuals can assert themselves, advance in their careers, establish personal contacts, and communicate effectively.

**Identification of previously unresolved components of the general problem.** The widely accepted notion is that social activity is a component of the social maturity of an individual, and the student age is a period of forming indirect neural connections in the cortex of the brain.

**Formulation of the article's goals (task statement).** The aim of the article is a theoretical analysis and experimental verification of the social activity of future social workers at Khmelnytskyi National University.

**Presentation of the main research material.** Contemporary scientific investigations into social activity are conducted from the standpoint of analyzing psychological, socio-pedagogical, and social aspects, defining its relevance. Scholars such as B. Marienko, S. Postanova, explore the role of social activity in the lives of student youth; O. Karpenko, A. Krasnyakov, and others, in their own research, identify determinants of the formation of social activity in young people. The studies of O. Soroka are dedicated to analyzing the impact of youth social activity on the formation of their fundamental characteristics of responsible parenthood in the future.

Researcher T. Lyakh, in her own studies, analyzes the peculiarities of socio-pedagogical activities of students engaged in volunteering. N. Sivak develops a model of successful socialization of university students, while O. Panagushina explores youth organizations as the main initiative force in forming an active life position of students. O. Lisovets justifies the subject-object interaction of students in youth organizations.

In our opinion, social activity is characterized by an active, civic, and national stance, embodying interaction with the surrounding environment. It is defined by

social and volitional efforts directed by an individual during the implementation of planned activities.

Social activity is described as an engagement that involves the social and volitional efforts of an individual for coexistence in external circumstances. Based on the analysis of scientific sources, forms of manifestation of social activity in various spheres of personal social life are identified, including political, civic, cultural, creative, labor, communicative, and business activities. In the context of wartime conditions, students actualize forms of social activity such as civic, creative, and communicative. The current political situation influences the formation of civic, political, and social activity in students, as they actively participate in organizing and implementing volunteer assistance, aiding fundraisers, and independently organizing and providing assistance to people unable to do so on their own.

Our experimental work was conducted in two stages. During the first analytical stage, we analysed scientific sources on the research problem, characterized the features of the development of social activity during student years, and justified the forms of manifestation of social activity among students during wartime. Based on the theoretical data obtained, we developed the methodology for conducting the experimental work, identified research methods, and justified their use in practical work.

On the second, empirical-analytical stage, we carried out the actual research, utilizing the chosen methodologies, and analysed the data obtained during the experimental work.

During the analysis of scientific sources, we concluded on the primacy of the activity-based nature in shaping the social activity of students. In the second stage, we developed a questionnaire consisting of 15 questions related to the specifics of social activity among students with different profiles of future professional activities. We align with D. Feldshteyn's concept of the stages of social maturity formation in an individual. In his works, he distinguishes the following stages: «...the first - the emergence of a tendency towards independence and the need for recognition, the second - the development of the need for social recognition, the third - the pronounced awareness of one's social involvement» [Стурак О. 2018, p. 28]. This idea served as the basis for creating the questionnaire, with the aim of determining the forms of social activity among students, their level of interest, and their level of involvement in the development of maturity as an individual.

For data collection, we conducted an empirical study involving students from various majors at Khmelnytskyi National University, totalling 40 participants, including 21 males and 19 females. While this sample size may be insufficient for handling reliable quantitative and qualitative indicators, it is adequate for identifying general trends and aligns with the research task set at this stage. The obtained data revealed the following results.

The responses to the question about whether students participate in the socio-political life of the country, presented as a percentage of the total number of respondents, are as follows: constantly – 20%; often – 25%; occasionally – 20%; periodically – 15%; from time to time – 5%; no – 15%.

Based on the results we obtained, it becomes clear that the interest and involvement of students in the socio-economic and political issues facing Ukraine today are quite high.

Regarding the question of what specific activities students engage in while demonstrating social activity, they chose (multiple options could be selected):

Volunteering: 85%

Donations to the Armed Forces of Ukraine (AFU): 80%

Participation in mass social actions: 40%

Participation in fundraising for the needs of veterans of the Anti-Terrorist Operation (ATO): 35%

Participation in student social events: 30%

Involvement in the activities of regional or nationwide civic organizations assisting ATO veterans or their families: 10%

Do not participate: 25%

Since many respondents indicated volunteering as one of the main forms of expressing social activity (as expected), the next question focused on this specific aspect of social activity.

When asked why students participate in the volunteer movement, they responded as follows:

To feel their own ability to help: 60% To feel their own contribution to victory: 30% To express their own political position: 10%

When asked whether they are active civic activists at the university, they responded as follows: Certainly, yes: 65% No: 35%

Regarding the question of whether students plan to connect their future professions with the socio-political life of the country, the responses were as follows: Yes: 35% Rather yes than no: 25% Already working on it: 25% Rather no than yes: 10% No: 5%

In response to the question of at what age youth should start showing social activity, they answered as follows: Ages 14-18: 65% Ages 19-25: 25% Ages 26-33: 10%

Thus, 26 individuals (65%) consider the optimal age for initiating the formation of social activity to be 17-18 years. Agreeing with the respondents, we express our own view on the situation, as this is the period when a person's worldview is formed, and consequently, their position regarding the fundamental aspects of interaction with the world.

The obtained data once again confirm our assumptions regarding the determination of students in the socio-political, economic, and political life of the country at present. Encouragingly, 22 out of 40 respondents (55%) express a readiness to promote social activity as the main slogan for personal development in society.

Lastly, regarding the question of the forms in which, in the opinion of the respondents, social activity can be carried out, we received the following responses:

Volunteering: 50%

Participation in various public organizations: 25%

Participation in youth councils and other structures: 15%

Organization of forums to discuss current issues: 10%

Creation of thematic groups on social networks: 5%

Analyzing the survey questions, we concluded that during the wartime period, 45% of the respondents expressed social activity in various forms, 10% were not interested in socio-political life and had no desire to express it, and 35% occasionally participated in social activities and passively engaged in social activities proposed by others.

Therefore, based on the analysis of the survey data, we have drawn the following conclusions: the student youth is the driving force behind the development of social activity. Hence, taking into account the interests and needs of youth and implementing them in life is the main task of the socio-political structure of the country.

On the next stage, we investigated the locus of subjective control using O.Ksenofontova's «Locus of Control» scale. In general, the level of development of subjective control is a key characteristic of the features of personality behavioral reactions, determining both the level of social interaction and the degree of personal activity under the influence of circumstances.

There are generally two different vector types of locus of control: external and internal. The external type of locus of control defines the attitude towards external circumstances as those shaping the multitasking of a person's life. In other words, an individual with this type of control will seek answers to why events are happening in external characteristics, circumstances, and actions of other people, blaming them for their own failures. The focus of attention in such personalities shifts to external conditions that, in their opinion, determine the events in which they are participants.

The next type of locus of control localization is internal. Representatives of this type of control always seek answers to questions in their own actions or inaction, focusing on the determinants of behavior, activated defense or overcoming obstacle mechanisms. The analysis of the obtained data on the internality scales reveals the following features:

**General Internality Scale:** This scale determines the high/low level of the development of subjective control over any significant social situation. Individuals with a high level of this indicator note the influence of their decisions on life and take responsibility for them, as well as the effectiveness of events. Analyzing the data obtained during the experimental work, we obtained the following results: A high level was identified in 12 respondents out of 40 surveyed (30%).

A low score on the General Internality Scale (GIS) reflects a low level of subjective control. Among the respondents, 10 individuals (25%) were identified with a low level. Individuals with a high GIS level do not associate their own actions with significant events in their lives. They believe that life circumstances are uncontrollable by individuals, attributing the influence of chance to the life of each person.

A medium level of development of subjective control on the GIS scale was found in 18 individuals, constituting 45% of the surveyed participants. Thus, a significant number of students tend to situational relevance regarding the importance and impact of their actions on both professional and personal development.

The Achievement Internality Scale (AIS) measures the internal locus of control related to achievements. High scores indicate a high level of subjective control over events with a positive emotional connotation. Respondents with high scores perceive their contributions to the treasury of personal achievements and consider the possibility of further development in both professional and personal qualities through continuous self-improvement.

According to the results of the experimental research, the data obtained are as follows: a high level of AIS development was identified in 20 individuals, constituting 50% of the respondents. Eight individuals (20%) exhibited a low level of AIS, while 12 individuals (30%) showed a medium level of AIS development.

The Failure Internality Scale (FIS) measures the internal locus of control related to failures. A high level of development in this indicator is characterized by the individual's attitude towards failures, situations of failure, the ability to self-blame for problems, which determine emotional tension and the willingness to take responsibility for negative consequences. A low level of FIS development reflects the individual's position in blaming external circumstances, seeking someone to blame, attributing failures to external factors, and believing in the influence of luck on the outcome.

Based on the analysis of the results of the empirical study, the following outcomes were obtained: a low level of FIS was identified in 14 individuals, constituting 35% of the respondents, while a high level of FIS was found in 26 individuals, constituting 65%.

Since the next scales relate to interpersonal relationships and physical and mental health, and we did not set the task of defining and justifying their significance for the formation of social activity, we did not analyze the data within the framework of these scales. The analysis of the obtained data from the experimental study allows us to draw the following conclusions: students who show a high level of development in the subjective locus of control tend to be independent, capable of taking responsibility for their own positions, determining their contribution to a cause, and are socially active. These qualities motivate them for constant development. These qualities become decisive in shaping the worldview of an individual regarding the future of our country, which is particularly relevant during times of war.

Conclusions and Further Perspectives in this Research Direction. Therefore, summarizing the data using the above-mentioned methodologies, comparing the individual results of each participant and after systematizing general trends we have reached the following conclusions: in students, as representatives of a particular category of the population, specific behavioral reactions have already been formed (emancipation, grouping with peers, enthusiasm). Interaction with peers is an objectively necessary process, as students choose group communication to

achieve common goals. In fact, in this way, social interaction skills are developed, an atmosphere that influences the formation of authority is created, the locus of subjective control is formed and modified. Perspectives in this direction include researching the impact of the development of students' social activity on the level of development of patriotic feelings.

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