

The Role of Social Activity of the Individual in the Development of Social Responsibility of Technological High School Students

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Abstract: The article disclosed and justified substantial characteristic of social activity as a criterion of a performance activity component of social responsibility of a technological high school student. The current state of the conceptual space of social activity as a criterion of social responsibility of the university students is characterized at the theoretical level. Problems of social activity of students currently cause the most intense interest in the sphere of various taught sciences. This indicates an interdisciplinary nature of such activity. Main content of this research is the theoretical analysis of the factors contributing to the formation of the social activity of students. The analysis allowed finding out such factors as: students' desire for self-fulfillment, effective state youth policy in education, interesting and influential people for youth. An analytical review of the theoretical and methodological aspects of the formation of social activity among youth is given. Student youth is considered as a social group, which has the following features: the activities connected with training in high school, most educated stratum of young people, part of the intelligentsia, reserve supply of knowledge workers, the heterogeneity of social origin and economic status, common interests and a particular subculture, a certain group consciousness. The work is focused on social activity as an integrated peculiarity of a person, which includes two aspects: the social aspect - the accumulation of social knowledge, social skills, experience of social activities; the personal aspect - the needs, interests, orientation (motives), emotional distress, reflection, responsible and positive approach to social reality. Based on the study of social activity as a phenomenon it is found that the development of social activity of students in high school is organized, systematic and consistent process that provides a timely opportunity to assess the social development of the individual student and, if necessary, make changes to the educational environment of the university.

Key words: Social activity • Social responsibility • Technological university

INTRODUCTION

In today's educational environment there is a need for training of competent, competitive and socially active professionals - engineers, architects, which are ready to ensure a stable, safe and successful development of the country's infrastructure. Society raises challenges for future professional, which are aimed at self-determination and self-realization. Only a free, independent and socially active person can cope with them.

Analysis of Recent Research and Publications: In the writings of philosopher-scientists (V.S. Ageiev, GS Batishchev, E. Fromm, M. Eckhart, etc.) and educational psychologists (K.A. Abulkhanova-Slavskaya, B.G Ananiev, A.G. Asmolov, N.A. Bernstein, V.P. Bezduhov, A.A. Bodalev, L.I. Bozhovich, B.S. Bratus, I.B. Kotova, A.F. Lazurskiy, A.N. Leontiev, D.A. Leontiev, V.N. Myasishev, A.V. Petrovsky, V.A. Petrovsky, E.I. Tikhomirov, D.I. Feldstein, E.N. Shiyanov, etc.) creation of the social activity of the person is regarded as difficult

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educational process, which is realized with the integration of collective and individually oriented strategies of interaction in humanistic style of pedagogical leadership.

The purpose of the article is theoretical justification of meaningful characteristics of social activity as a criterion of a performance-activity component of social responsibility of a technological high school student.

The Main Material of Research: In the decade up to 2020 a high level of quality in higher education that meets the needs of the labor market should be reached. Problems of industrial- innovative development of the country, the individual and the education system, conforming to the best traditions of the world should be solved.

To date, developing society has a need for modern educated, moral, enterprising people who can make their own responsible decisions in a situation of choice, predict their possible consequences, find the ways of cooperation. They should be mobile, constructive, dynamic, have a strong sense of responsibility for the development of the country.

In this connection, a social activity of the person which manifests itself in various ways is becoming increasingly important. Individual with social activity is focused on solving specific problems of society or social group consciously.

Therefore, youth who embodies great potential for the future may be a socially significant group in society

Student's youth as a social group is a kind of the "youth". A description of this group can contain such characteristics as activities related to teaching in high school, most educated stratum of young people, part of the intelligentsia, reserve supply of knowledge workers, the heterogeneity of social origin and economic status, common interests and a particular subculture, a specific group consciousness.

According to V.A. Sabantseva, students as a social group are characterized by the special living conditions, mode of work and life, social behavior and psychology. Getting knowledge and preparing for being specialists and professionals are the main occupations for students. Social work done in high school creates optimal conditions for the formation of leadership qualities of a young man. In this case, leadership is a social activity, or active position of life of a young professional that is particularly attractive for employers [1].

Social responsibility is regarded as morally-valuable sustainable personal property, including the following components: cognitive-informational, motivational and evaluative, effective, prognostic- reflexive.

According to the selected issue of social activity of the person it would be appropriate to present and justify its substantial characteristic as a criterion of performance activity component of social responsibility. Social activity is reflected in the following indicators: the ability to show initiative and implementation of socially useful activity in the educational space of the university and beyond; the ability to take on additional responsibilities.

The problem of formation of social activity of technological university students requires taking into account, on the one hand, the characteristics of the changing social and educational environment, on the other- specification of socio - productive focus of the group, its place and role in society and the need to resolve the contradiction between the needs of youth in its development as a social subject and the possibilities of these needs implementation.

Theoretical analysis of the factors contributing to the formation of the social activity of students drew attention to the following: students' desire for self-fulfillment, effective state youth policy in education, interesting and influential people for youth. Along with the motivating factors obstacles to the formation of social activity were identified. They are: lack of faith in the social ideals, indifference and apathy of society and older age groups to the problems of students, distrust to government authorities and the indifference of students.

Fundamental criterion of efficiency of managing the formation of social activity of students in technological high school is a high level of various types of this activity and a high degree of complicity of individual interests with those of other social entities. Sufficiently high level of different types of social activity of the person is seen in the following:

- For cognitive activity - in recognition of getting the knowledge and skills of this knowledge acquisition; in a strong need of acquiring knowledge;
- For labor activity - in significance of the process of work and interesting creative work, systematic manifestation of voluntary initiatives in the labor process;
- For socio-political activity - in having own political beliefs, participation in activities of public associations and organizations; in the awareness of the social problems of society; in interest of solving them.

J.Rotter notes that people with high level of social maturity and responsible social behavior tend to be more confident, friendly, have positive attitude to the environment, are less aggressive and conflicted. A person with a low level of social maturity and antisocial behavior is more prone to deception, to commitment of immoral acts [2; 3; 4]. Pedagogy and sociology know a scientific approach, according to which fear, shame, guilt are defined as internal controls, ensuring social responsibility of the individual. This approach is associated with the theory of moral development, owned by L. Kolberg [5; 6]. P. Duiker considers that «political vocabulary» has no term «responsibility» (responsibility), but there is the term "responsibility and authority". According to him, the boundaries of responsibility are determined by the powers which a particular subject of activity has [7].

Problems of formation of social activity of the person have rather long history of understanding and development in the context of educational, cultural and social significance.

Theoretical and methodological aspects of the formation of the social activity of the person are quite detailed in Soviet pedagogy (L.M. Archangelskiy, N.I. Boldyrev, S.N. Kasatkina, T.E. Konnikova, Y.P. Sokolnikov, etc.) However, the changed circumstances of modern society lead to the need to review the goals and objectives of the educational activity and methods to achieve them.

Among the subjects of formation of social activity of students are: the State, public associations, the media, educators, etc. Each subject carries out the formation of social activity of students within its functions and implements an integrated range of measures aimed at the formation of active conscious activity.

Significant contribution to the development of the problem of social activity students has been made by philosophers E.A. Anoufriev, L.M. Archangelskiy, L.P. Bueva, V.H. Belenkiy, J.E. Volkov, M.S. Kagan, V.G. Mordkovich, M.A. Nugayev, V.L. Smirnov, L.P. Stankevich, E.A. Yakuba and V.A. Yadov.

The essence of social activity is a creative attitude toward the world, which manifests itself in a positive activity. According to E.A. Anufrieva the notion social activity means a conscious, creative attitude to life as deep and full self-realization of the individual. [8] Consequently, creative attitude towards life presupposes that a person has a high culture and morality, knowledge and worldview. According to L.M. Archangelskiy social activity as a creative activity appears as a goal and a means of personal development. [9]

E.A. Yakuba considers [10], that social activity is a characteristic of levels, including the level of overall social personality, its internal needs, the level of implementation of the functional features of a social community, the level of acceptance of society's values. This term is considered by the author as the unity of social and universal, the particular and individual of a person, the unity of objective and subjective, private and higher forms of activity.

Needs of the individual are at the heart of social activity, as noted by V.I. Ovchinnikov and other categories that reveal the content and mechanisms of its formation: interests, goals, attitudes, orientations, incentives, motivation, etc. based on the requirements and express them [11].

V.A. Smirnov defines social activity as a measure, "which expresses the nature, extent of changes in the environment and in the personality which are held during and due this activity" [12].

V.F. Titov believes that social activity reflects the degree of realization of potential, essential powers and abilities of a person in socially useful activity, expressed in concrete results on the social and natural environment transformation. [13] V.G. Mordkovich supposes that this category is a significant social quality of a person, his "active essence." During objectification, free, conscious and interested amateur, social activity acquires the status of the phenomenon of social reality [14].

To be a socially active person is to take part in developing projects, be able to develop their abilities and potential, to know how to take risks, to experiment, to plan ahead, get help from others and help yourself, to cooperate, to combine the ability to control and ability to obey, the ability to take responsibility for themselves and the ability to delegate powers to resolve problem situations and conflicts. All of these skills come with experience and is an integral part of the professional culture of the student. Active participation of students in projects that combine theoretical knowledge with practice, allows them to exercise a proactive stance and gain invaluable experience from which the success of future professional career will largely depend on.

Today we can identify a variety of definitions of social activity. It should be noted that some common trends are among these definitions. These trends are: activity is a quality of an individual as a subject of action and sociality emphasizes this individual focus on the activity and its social significance.

Analysis of the scientific literature has allowed us to establish the idea that social activity should be considered as an integrated personal quality, which includes two aspects: the social aspect - the accumulation of social knowledge, social skills, social activities experience; personal aspect - needs, interests, orientation (motives), emotionally -valuable experiences, reflection and a responsible, positive approach to social reality. A personal actualizes his or her sociality through the activity, aimed at different areas of socially significant activities during which the personal forms.

It should be noted that the formation of the social activity of the individual student's university will be carried out with greater efficiency if:

- Situation of responsible behavior of students are actualized;
- Socio -role enrichment individual life of a personal is carried out;
- Empathic orientation of the educational process is enhanced.

Different technology is used to implement the ideas of participation and mobility in European countries. The most common are various non-formal education programs. S.P.Ivanenkov, A.V. Kostrikin in their article " Problems in the study of social activity of youth " give interesting data. Thus, in Germany the training program for young activists is accompanied by supporting their mobility with an award of a special card for a young leader (JuLeiKa - Jugend Leiters Karte), giving certain discounts in cultural and sports institutions, transport, youth assortment stores. Youth mobility programs focus on social activism. Youth exchanges, during which young people acquainted with each other and put forward ideas and projects are especially important. To support youth projects initiated by youth organizations and groups, the Council of Europe established the European Youth Foundation; an application to join it can be sent over the Internet in a mode on-line. In the UK and in several other countries a program of " Duke of Edinburgh's Award" is established. Each participant is obliged to fulfill specific obligations in each of the four sections: help and service to others, the expedition (research),developing of skills and physical perfection. All participants record their efforts in a special diary. Mentors among teachers and youth employees in schools, youth clubs, youth organizations help to fulfill the obligations To participate,

you need perseverance, because the program requirements for the bronze, silver or gold are so that you are to perform them for 6, 12 or 18 months, respectively. It is the principle of the program that awards can only be obtained sequentially. One more principle is a collaboration with other participants. Those who have successfully fulfilled its commitments, receive a special badge of honor and at the end of the program - the prize, which is given directly from the hands of Crown Prince Philip, Duke of Edinburgh, in his palace in the UK. Thus, this program is not a competition, because all have different features and abilities, different aptitudes and interests. This program shows how to compete with oneself, overcome and improve oneself. State Youth Policy Strategy of the Russian Federation, approved by the RF Government Decree ' 1760 -r of December 18, 2006, also contains measures aimed at improving the social activity of youth. The part of the strategy is the project "Team", whose main objectives were: to ensure the participation of youth in the collective management of public life and its own life activity in the process of self-government; development of young people's positive skills for individual and collective management of public life; youth involvement in social and political life of society. The objectives being addressed by this project include: dissemination of effective models and forms of youth participation in the management of public affairs; model development and training programs for youth leaders; attracting young people to participate in public and political life, the involvement of young people in the activities of government in the various spheres of society; attracting young people to work in the executive and representative bodies; attracting young people to participate in the design, management and research activities; popularization of the youth participation in public and political life; attracting young people to participate in the election of legislative bodies; youth organizations and associations support; inclusion of young people in international projects to train leaders of youth associations and work of youth international bodies [15].

The main problems of managing the formation of social activity of students nowadays are: lack of necessary economic, social, socio-cultural, legal and institutional conditions, ineffectiveness of governing entities, lack of awareness of students about the opportunities for self-realization and participation in society, etc.

The process of development of the social activity of students at the university include: intensifying research, practical socially oriented, methodical work of students; to transfer student in the subject position of socially-oriented activities; to increase the level of formation of skills that correspond to different components of social activity and professionally significant qualities of students; self-realization of students in social activities.

Thus, the development of the social activity of students in the university is organized, systematic and consistent process that provides a timely opportunity to assess the social development of the individual student and, if necessary, make changes to the educational environment of the university. Nature, direction, goal of becoming students active subjects of public relations, as professionals, greatly affect the qualitative characteristics of the prospects for the development of modern society.

CONCLUSION

Based on the above, it can be argued that the development of social activity of students, as a part of social responsibility, in terms of technological university is characterized by such components as: diagnostics of social activity of students; system and the sequence of actions of the teacher and the student, aimed at implementing the intended results; justified choice of tools, techniques and methods of interaction, forms of organization of the educational process. Besides, this process provides for the implementation of feedback to change and coordinate joint activities of the subjects of education.

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