

Study of the Problem of the Development of Social Activity of a Student in the Educational System of the University

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ANNOTATION

The article discusses Study of the problem of development of social activity of the student in the educational system of the university.

KEYWORDS: social activity, leadership, intellect, educational system of the university.

Investigation of the Problem of the Development of Student Social Activity in the Educational System of a Higher Education In connection with the expansion of the range of social and pedagogical activities of a teacher, the skills of his personal and professional growth, self-development, the importance of professional motivation increases. The upbringing and development of a socially active personality, the formation of a specialist is a complex and contradictory process, and therefore the educational system should be implemented through an objective educational process, which is a broad, multilateral interaction with the natural and social environment, primarily with pedagogics and educators.

In providing education of a new quality and education of young people, training and advanced training of personnel, a significant place belongs to various forms and methods of active learning. Therefore, the most important social function of the university as an educational institution is to create conditions for the development of the student's social activity, the realization of his capabilities, professional development and personality development, allowing the individual to adequately contribute to the scientific, technical and social process of society.

The first questions that arise in this case are: what is a socially active person, what is its structure, what is the position in society of a socially active person, where should one start studying a socially active person?

So, the word "development" in the semantic and philosophical understanding is a special universal property of matter and creation, manifested in their directed, regular change in time with a certain trend (ascending, progressive, or outgoing, regressive), as a result of which a new qualitative state arises. Object. In general, this is the development by a person of his potential and its increase in the process of life. Stolyarenko A.M. wrote that abilities, like muscles, grow only in regular practical exercises of the mind and other qualities [45; 353].

And activity, as a feature of a person's personality, is manifested in energetic, intense activity in work, teaching, social life, various types of creativity, sports, games, etc. [32; 61].

In connection with the transition of modern Russian society to market relations, new conditions of life, significant changes have taken place in the public consciousness and relations. Many of the scientific concepts of "social activity", which were relevant in Soviet times, have also undergone these changes. For modern society, the concept of "social

activity", its formation among students, becomes relevant.

This term in the modern era is filled with new content. In the philosophical dictionary edited by I.T. Frolova social activity is a concept that reflects the functioning of an individual in society and is associated with the transformation of interest into an action factor, with cognition, goal-setting and transformation of reality, due to the active nature of a person, the contradiction between the conditions of existence and the objective needs of the individual and is aimed at eliminating the discrepancy between needs and conditions human existence [46; 444-445].

From our point of view, social activity is a stable property of a person and a set of socially significant actions aimed at intensive, conscious interaction with the social environment, which, in the process of internal (mental) and external (practical) activities, transforms oneself and society in accordance with the tasks of social development.

In philosophical, sociological, pedagogical research, social and social activity most often acts as synonyms (L.N. Arkhangelsky, B.Z. Vulfov, T.N. Malkovskaya, G.L. Smirnov, E.V. Strukov). Under the social activity of V.F. Bekhterev understands the quality of the individual, which is manifested in the consciousness of the need for socially significant activity and in the readiness for this activity, in the ability to act disinterestedly for the common good [43; 12].

According to K.A. Abulkhanova-Slavskaya, the social activity of a person is manifested in his attitude to activity and consists in the ability to put forward new social tasks and deeds, take responsibility for their solution, etc.

Social activity is realized in the form of socially useful actions under the influence of motives, incentives and mechanisms, which are socially significant needs. The subject - the carrier of social activity is a person, a social group, various communities. Social activity is considered as a social property of the individual, the development of which occurs through a system of human relations with the environment in the process of cognition, activity and communication.

Due to its dynamic formation, social activity has a different degree of manifestation, which depends on the relationship between the social obligations of the individual in socially significant activities and subjective attitudes towards activity [1; 39-40].

M.V. Kolesnikova, in her dissertation research, considers the social activity of a student as a property of a personality that allows him to implement various socially significant activities in the process of professional development in order to change himself, the environment, and society in accordance with his own positive value orientations and the tasks of social development [19; 145].

The interest of scientists in the topic of human activity is associated with the relevance of this problem. The social activity of the individual is studied at different levels. It is being developed: the methodological aspect (K.A. Abulkhanova - Slavskaya, E.A. Anufriev, G.S. Arefieva, T.P. Bogdanova, L.P. Bueva, V.G. Mordkovich, and others); social aspect (A.S. Kapto, T.S. Lapina and others); psychological aspect (B.F. Lomov, V.G. Moralov and others); pedagogical aspect (A.N. Lomov, T.N. Malkovskaya, V.A. Sitarov, V.A. Slastelin, Yu.P. Sokolnikov, etc.).

S.I. Arkhangelsky, Yu.K. Babansky, N.I. Baldyrev, B.T. Likhachev, T.N. Malkovskaya,

V.A. Slastelin and others. A significant contribution to the development of the problem of student social activity was made by philosophers E.A. Anufriev, G.S. Anufrieva, L.M. Arkhangelsky, L.P. Bueva, V.Kh. Belenky, Yu.E. Volkov, A.V. Klyuev, M.S. Kagan, V.G. Mordkovich, M.A. Nugaev, V.L. Smirnov, L.P. Stankevich, E.A. Yakub, V.A. Yadov.

If we turn to history, for the first time the famous Russian philosopher, psychiatrist and teacher V.V. Zenkovskaya, in her research on social education, focuses on the development of a “taste” for social activity, in cultivating a spirit of solidarity, the ability to rise above personal, selfish intentions.

According to Zenkovsky, with the development of social activity in children, it is necessary to create a mental propensity for activity, and not just a skill of social interaction. The development of the child's social forces consists in preparing him for social life, from the point of view of the social ideal. The idea of solidarity is to prepare those who will solve social issues and develop social mutual assistance. [21; 87]

The concept of "social activity" today is interpreted in a broad and narrow sense. Social activity in the broad and narrow senses is understood as a quality that reflects the level of a person's sociality, i.e. its connections with the social whole, readiness to act in the interests of society, the depth of acceptance of public interests, and in a narrow sense, social activity is understood as the quality of the individual, expressing its connection with a certain social community [43; 5].

In our study, the category of "social activity" is considered in a narrow sense. In the works of K.A. Abulkhanova-Slavskaya, E.A. Anufrieva, A.N. Leontiev, A.V. Mudrik, T.N. Malkovskaya, V.A. Petrovsky, S.L. Rubinstein and others reveals the nature and essence of the phenomenon of social activity, its structure and general patterns of development. The features of the development of social activity of university students are determined, on the one hand, by their belonging to the youth, on the other hand, by the peculiarity of such a social group as students, and thirdly, by the specifics of the profession they receive and the specifics of studying at the university associated with it.

Students are a social group that, in the course of educational activities, prepares for highly qualified professional activities. The content of student activity lies in the direction of the activity of young people, which is determined by the nature of the tasks solved by society in different periods. The student has a specific orientation of cognitive and communicative activity towards solving specific professionally oriented tasks [22; 71].

By definition, V.A. Smirnova, social activity is a measure that “expresses the nature and scale of changes in the environment and in the personality itself carried out during and as a result of this activity” [39; 25].

Under the social activity of V.F. Titov [44; 132] understands the degree of realization of potential opportunities, essential forces and abilities of the individual in socially useful activities, expressed in concrete results in the transformation of the social and natural environment. V.G. Mordkovich notes that the content side of this concept is that social activity is an essential social quality of a person, his “active essence”.

Being objectified, manifesting itself as amateur activity (free conscious, interested), human activity, and social activity acquires the status of a phenomenon of social reality [28; 58]. There are many definitions of social activity. Among these definitions, general trends are

noted: activity is the quality of a person as a subject of activity, and sociality emphasizes its focus on activity and its social significance. Thus, in the context of our study, social activity is a complex integrated quality of a person, manifested in initiative, directed, socially significant activity and readiness to act in the interests of the social community. The essence of social activity lies in a creative attitude to the world, which is objectified in positive activity. This point of view is shared by many scholars.

For example, E.A. Anufriev [2; 37] defines social activity as a conscious, creative attitude to life, as a deep and complete self-realization of the individual. Consequently, a creative attitude to life presupposes the presence of personality traits such as high culture and morality, knowledge and worldview. L.M. Arkhangelsky [4; 109-110] considers social activity as a goal and means of personal development and as creative activity. According to E.A. Yakub [43; 6], social activity expresses the level of implementation of the functional features of the social community, the level of the general sociality of the individual, his internal needs, the level of acceptance of society's values. It represents the unity of the social-universal, the particular and the individual in the personality, the unity of the objective and the subjective. Social activity is a particular and highest form of activity.

IN AND. Ovchinnikov notes that social activity is based on the needs of the individual, and all other categories that reveal the content and mechanisms of its formation (interests, goals, attitudes, orientations, incentives, motives, etc.), one way or another, come from the needs and express them [30; 39]. The analysis of scientific literature allowed us to establish ourselves in 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, experience of socially significant activities; personal aspect - reflected in the needs, interest, orientation (motives), emotional and value experiences, reflection, in a responsible, positive attitude towards social reality. The personality realizes its sociality through activity directed to various spheres of socially significant activity, in the course of which its formation takes place. In determining the essence of social activity, the definition of its components is of great importance. Researchers (K.A. Abulkhanova-Slavskaya, T.A. Ilyina, L.A. Liferov, T.N. Malkovskaya, M.A. Rumyantseva and others) identify a diverse number of components of social activity.

L.A. Liferov identifies the following components of social activity: social orientation (needs, interests, motives, value orientations, worldview, etc.), socially significant personality traits (collectivism, discipline, etc.) [48; 34]. T.A. Ilyin [47; 40] distinguishes among the components: the social orientation of the interests and aspirations of the individual, adding one more to it: vigorous activity to implement this orientation in practice. M.A. Rumyantseva distinguishes three components of social activity: value orientations, social activity, social position [48; 3].

After analyzing the scientific literature on the structural components of social activity, we tried to isolate the following structure of social activity: the need for activity, implemented in various forms and determining its activity; interests, which are personal formations that integrate rational and emotional principles; the orientation of a person to the object and phenomena of reality, as well as the motives of his actions, a responsible attitude towards it. As a regulator of the structure of social activity, they represent those formations that are derived from the organic components of the core, that is, social knowledge, skills, experience of socially significant activity, emotional and value experiences, reflection, its interests,

needs and motives. All structural components of the social activity of the individual are interdependent and interdependent; therefore it is a holistic, integrated quality of the individual, which determines its role, place and position in society.

The term "personality" is widely used in everyday speech and is one of the central concepts of philosophy, ethics, sociology, law, psychiatry and other sciences. In philosophy, the concept of "personality" is associated with the deepest essence of the human race and at the same times the most significant individual characteristics of a particular person. The nature of this essence is interpreted in different ways, but most often it correlates with the nature of social relations that bind people together. Recognition of the determinism of the personality of development by social processes does not mean that a person is a passive object of the influence of external forces, a "victim" of circumstances. From the very beginning, he actively enters into social relations, in the system of which he alone can deploy the essential forces inherent in him. A person is able, within certain limits, to actively construct the social situation of the development of his personality, which often requires many years of intense directed activity.

The concept of "personality" includes only the social properties and qualities of a person, which include speech, consciousness, various habits, etc. and which make it a social being. The concept of "personality" characterizes the social essence of a person and denotes the totality of his social properties and qualities that he develops in his lifetime [49; 64].

In the pedagogical encyclopedia, edited by V.V. Davydov's educational system combines a complex of educational goals; people who implement them in the process of purposeful activity; relations arising between its participants; mastered environment and management activities to ensure viability [36;169]. In any university, the educational system should be implemented through an objective educational process, which is a broad, multilateral interaction with the environment, primarily with teachers and educators. Under the educational system of the university, we mean the organizational and functional structure that arises in the course of the successful activities of a single educational team to implement the common goals of educating a personality, the content of which is the formation of a value attitude to terminal (spiritual) and instrumental (operational) values, which determine the formation of personalities of the composition socially. - Value relations and social experience of students. The main task of the educational system of the university is the social education of students, aimed at the development of social activity, which appears in the development of a "taste" for social activity, in the education of a spirit of solidarity, the ability to rise above personal, selfish intentions. Speaking of active learning, first of all, they mean new forms, methods and means of learning, called active: problem lectures, discussion seminars, analysis of specific production situations, methods of mathematical modeling using computers, business games [8; 3].

And in recent years, the development and implementation of leadership programs has become a special area of extracurricular work with students. Leadership, the need to develop leadership qualities are seen as one of the main tasks of higher education, especially in the United States. Since the 80s of the XX century, leadership has become the subject of sociological, psychological and economic disciplines; the ways and means of developing the leadership qualities of an individual are being studied. A whole "philosophy" of leadership emerges. And it turned out that extracurricular social work creates optimal conditions for the formation of leadership qualities of a young student. And in this case, leadership means

“social activity”, or “active life position”. First of all, employers are interested in such a position of a young specialist. It is a kind of guarantor of fresh ideas, extraordinary approaches, bold decisions, and these qualities are the basis for instilling managerial skills. Therefore, all universities and colleges in the United States have special departments that offer a variety of leadership programs. Most often, such departments perform the tasks of developing moral consciousness, leadership qualities and the desire for volunteer service to the society in students. For example, the Center for the Development of Leadership, Ethics and Service to the Society, etc. Kabardino-Balkarian State University does not have such a department that offers a variety of leadership programs. But if a student has a desire to develop leadership abilities, the university provides such opportunities. These are various clubs, events, sports clubs, sports sections, exhibitions, dance schools, scientific conferences, the Center for Aesthetic Education and Artistic Creativity, which employs several student amateur groups:

In pedagogy, it is recognized that a person must possess these three qualities - an active life position, morality and a desire to serve society. A student can do what he has a great inclination for. These are areas such as the environment, health, upbringing, education, advocacy, the homeless and the hungry, families and children, computer technology education, etc.

The analysis of scientific literature allowed us to establish ourselves in the idea that social activity should be considered as an integrated personal quality, which includes two aspects - social and personal. Also, we can conclude that social activity is a complex integrated quality of a person, manifested in an initiative, directed, socially significant activity of readiness to act in the interests of the social community.

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