

FORMATION PECULIARITIES OF STUDENTS READINESS TO SOCIAL SELF-DETERMINATION

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The relevance of the study is conditioned by society's need for the education of students capable of self-determination and building of their way of life in the flow of social transformations. The aim of the paper is to find out features of formation of students' readiness to social self-determination. The leading method to the study is the action research (AR) method allowing obtaining new knowledge about the social self-determination as the process of selecting by a person of social roles and social position in the system of social relations based on understanding of the vital purposes, subject-creative activities and socializing in order to offer conditions for students' fostering to readiness to social self-determination. The study involves 500 teachers, 500 students, who revealed the criteria of students' readiness to social self-determination. The main results of the study are to identify the features of formation of students' readiness to social self-determination (activation of cognitive activity, involvement in social and youth movements). The significance of the results obtained is that activation of cognitive activity provides value-semantic self-determination of students, i.e., determining themselves relatively common cultural values in order to allocate and justify their concept of life. Involvement in social and youth movements promotes students' awareness of their needs and capabilities and their compliance with the social attitudes of society. The program "School of managers of socio-youth movements" is developed and implemented aimed at the development of abilities and skills of social projecting, interaction with the group at various stages of its development, support for social and youth movements and providing their activities in the legal field.

Keywords: social self-determination, activation of cognitive activity, social and youth movements

INTRODUCTION

The relevance of the study is conditioned by the society's need for the education of students capable of self-determination and the projecting of their way of life in the flow of social transformations. Changing the principles in the organization of

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modern society's life activity has exacerbated the problem of education of the person, capable of self-affirmation, success.

The modern reality is that staying a student in a situation of uncertainty and the search becomes commonplace (Kuryшева, 2014; Kalimullin & Islamova, 2016; Kalimullin, Khodyreva & Koinova-Zoellner, 2016; Vlasova, Masalimova & Alamanov, 2016; Vlasova, Simonova & Soleymani, 2016).

The general instability inherent in the present situation aggravates the probability of making by students of uninformed decisions. It is necessary to take into account the fact that the students' understanding of reality is often distorted by virtual images of multimedia.

Increasing competition in the labor market claimed a set of personal qualities enabling successfully to integrate into the complex socio-economic environment: the ability for rapid development of a new, flexibility, dynamics, mobility (Lunev & Pugacheva, 2013; Bírová, Klimova & Kalugina, 2016; Zakirova & Purik, 2016; Khuziakhmetov & Gabdrakhmanova, 2016; Gabdrakhmanova, Kalimullina & Ignatovich, 2016; Vasyagina & Kalimullin, 2015). We consider social self-determination of the identity as a process involving a successive change of events and states. The entry of a young man in an independent life is a choice, not only of a certain kind of work, but for future positions in the social structure of society.

Social self-determination of the identity is a multilevel and controversial process of understanding by the individual of its needs and capabilities and their compliance with existing requirements and social attitudes of society. Social self-determination is an integral concept, the content side of which is determined by the level of development of society in a particular historical period in its own way. On the one hand, self-determination of the identity is socially determined, on the other - it acts as the Self-determination, and it expresses the conscious desire of the individual to take a stance (Yadov, 1979).

The basis of the social self-determination of the identity of the student performs value-semantic self-determination, i.e., determining relatively common cultural human values in order to allocate and justify their own life concept (Likhachev, 1995). Focusing of modern education on the personal orientation means taking the position, according to which every person possesses the necessary educational potential (Astakhova, 2000). The main thing is to help it in the realization of this potential. The paper aims - to find out features of formation of students' readiness to social self-determination.

RESEARCH METHODOLOGY

The leading method to the study is the action research (AR) method enabling to obtain new knowledge about the social self-determination as the process of selecting by a person of social roles and social position in the system of social relations based on understanding of the vital purposes, subject-creativity,

communication, and offer conditions for educating of students' readiness to social self-determination.

Only through activities and communication the implementation of the core values of contemporary humanity occurs (Yepaneshnikov *et al.*, 2016). Willingness to implement them is formed in humans in the development of their personality, upbringing in student years. The method of action research (AR) provides a subjective integration of students in the process of formation of readiness for social self-determination. Subjective integration involves the participation of students as subjects of the educational process in the goal-setting, planning, organizing, adjusting their own education; as well as the fulfillment of social roles under the guidance of a teacher.

A person becomes a person only mastering and performing social roles' objective system. Mastering and fulfilling social roles, the man masters culture accumulated by previous generations, and there is no doubt that this mastery is happening as transformation of the outer into the inner (Lunev, Pugacheva & Stukolova, 2014; Bírová, Ocovay & Vasbieva, 2016).

Subjective integration leads to the formation of readiness for social self-determination through the mastering by students of different social (professional and scientific) roles: the critic, inventor, moderator, speaker, lecturer, researcher, reviewer, opponent, bibliographer and others. The combination of these roles can be represented by three teams. The first group includes the roles associated with the passive development of knowledge through the presentation of scientific positions, points of view, and the accumulation of information.

The second group includes the roles associated with an active comprehension of scientific ideas. And the third group is the development of their own ideas, views, their generation and selection of ways to implement. During the research the following methods were used: theoretical (analysis, synthesis, generalization and systematization); sociological (observation, interviews, questionnaires, expert estimation).

RESULTS

The main results of the study are to identify the characteristics of the formation of students' readiness to social self-determination: 1) activation of cognitive activity, 2) involvement in social and youth movements.

Activation of cognitive activity

The main type of activity of students is study. Therefore, the formation of students' readiness to social self-determination is associated with activation of cognitive activity (Astakhova, 2000). It is in the process of cognitive activity, each student exercises the right to freedom of expression (Vergasov, 1985). The report of the International Commission on Education for the XXI Century "Learning: The

Treasure” formulates “four pillars” on which should be based education: learning to know, learning to do, learning to live together, learn to live “(Delors *et al.*, 1996). The study revealed the methods of activation of cognitive activity of students: cognitive, motivational, and professional-activity-related.

Cognitive techniques are focused on the transfer and storage of educational information; accumulation, synthesis and reproduction of knowledge. In teaching practice it is lectures and seminars. Great success belongs to lectures, equipped with information facilities: interactive satellite lectures, slide-lectures, computer video conferencing, video lectures with synchronous or asynchronous transfer it over computer networks. On the websites of universities there are special pages created which are targeted to support cognitive activity in order to form a student’s readiness for social self-determination. The use of this resource provides: the ability to transfer remote form of training and additional material to students; students free access to materials developed by the teacher with the purpose of visual support of training sessions and independent work; students’ training for intermediate certification and that is much important, the realization of the creative potential of the teacher.

Motivational techniques are effective only in the students’ awareness of the need in their development. In the educational practice these methods can only be used in conjunction with other methods of training.

Examples of motivational techniques can be: to encourage students with extra points; publication of student work in scientific journals; inclusion of students in temporary interdisciplinary research teams, the delegations; increased scholarships; entering into contracts of administration with gifted students the training of which takes place on an individual plan; increase in the number of student research grants.

Professionally-activity-related methods are aimed at the development of common cultural and professional competences: laboratory practical work, technical work, the method of project-based learning, abstract, scientific research and industrial projecting, conferences, educational games, workshops, excursions, field classes, educational and creative activities, meetings with experts, dialogical methods of teaching, the case method.

Very popular method is project-based learning. Work on the project method involves not only the presence and awareness of some issues, but also the process of its disclosure, solutions that includes planning of activities, the availability of design or hypothesis to solve this problem, a clear distribution (if there is a group work) of roles, i.e. tasks for each participant on condition of close cooperation.

Project-based learning is used when in the learning process there is any research, creative task for which solutions need to integrate knowledge from different fields, as well as the application of research methods. For the method of projects the question is essential of practical, theoretical and cognitive significance of the

expected results. Project-based learning is always focused on independent work - individual, pair, group, which students perform for a certain length of time.

The experience reveals that the students are mostly interested in projects received from the employer. This causes the joint work of teachers and students that motivates all participants of the project activities to further cooperation with the social partners, urges students to self-improvement, the formation of readiness for social self-determination.

Of great interest is the case method, where students and teachers are involved in direct discussions on the issues. Case method involves a specially prepared training materials and special technology (techniques) of these materials' use in the educational process.

The use of case-method allows developing of skills to work with a variety of information sources. The process of solving the problems set out in the case is the creative learning process, implying the collective nature of cognitive activity. The method provides a simulation of creative activity of students in the production of well-known knowledge in the science and it can also be applied to obtain fundamentally new knowledge.

The use of combined methods of activation of informative activity of students (cognitive, motivational, professional and Activity) provides for the development of individuality, uniqueness of the person of students (Kulyutkin, 1984).

In turn, it is personality, as a result of the dialectical relationship of congenital, genetic characteristics of the individual with the social reality in which it operates, is the basis of readiness for social self-determination (Gert, 2014). The self-determination process is characterized by the dialectical unity of aspirations for integration and inclusion in the social community and the pursuit to individuality, to the allocation from the community as a self-valuable individual.

Involvement of students in social and youth movements

Willingness to social self-determination includes the realization of the "I". However, it is unacceptable to reduce identity to its self-consciousness (Rubinstein, 1999). Self-determination and self-identity are interrelated. The man himself defines his attitude to the world, and it is his self-determination. Self-determination is not only characterized by the awareness of their "want", "can", "have", "require", but also the awareness of similar formations of the society in which the individual lives.

Involvement of students in social and youth movements ensures stability of personality, development of the ability adequately to understand and exercise their rights and duties (Lunev & Pugacheva, 2014).

Under social and youth movements, we understand citizens' association under the age of 30 years on the basis of common interests for joint activities aimed at the satisfaction of spiritual and other non-material needs, protection of their rights

and freedoms, the promotion in social self-determination (Kurysheva, 2014). It is the social and youth movements should solve the problem of the protection of students' civil rights and responsibilities, of development the ability to solve independently their social and economic problems, as well as of the formation of readiness for social self-determination (Zamaletdinov *et al.*, 2016).

It is found that the effectiveness of social and youth movements is increased provided special training of their managers. The program "School of managers of socio-youth movements" has been developed and implemented by the authors. The objectives of the program are: 1) the acquisition of knowledge on the history of social and youth movements, theory and practice of social management; 2) the development of abilities and skills of social projecting, interaction with the group at various stages of its development, support for social and youth movements and ensuring of their activities in the legal field; 3) organization of pedagogical support of social and youth movements' activities in the region. The program consisted of three modules: "Participant", "Organizer", "Leader". The program was attended by 500 teachers and 500 students of universities of the Republic of Tatarstan (Russia).

The main method for implementation of the program is situation of social choice, that is the real inclusion of students in various spheres of social relations. It is found that the situation of social choice provides: self-determination on possible activities and personally acceptable variants to participate in it; sense of purpose of activity and comparison of personal goals; gaining experience of activities; reflection of the selection process with its subsequent correction. The basis for the inclusion of students in a situation of social choice consists of so-called social probes. Social probe is a set of sequential actions related to the implementation of specially organized activity based on the selection of behavioral mode, and is a means of correlation of self-cognition and analysis of readiness for social self-determination.

Social probe implies self-esteem of its capabilities on the basis of consistent selection of method of social behavior in the course of development of various social roles.

Social probes cover all spheres of human personality and most of his social ties. In the development of these areas students' certain social position and social responsibility are formed, which are the basis for the formation of readiness for social self-determination.

Students "try" themselves in the following roles: "lawyer", "Attorney," "brother / sister of mercy," "reporter", "Ecologist» (Lunev *et al.*, 2014). Selection of social roles and social position in the implementation process promoted understanding their goals in life, inclusion in the system of social relations.

During the survey of program participants clarified the criteria for students' readiness for social self-determination: awareness of the opportunities of self-

determination in the system of social relations; setting goals and their implementation; the adequacy of the performance of social roles; understanding of the choice situation and the validity of their position; the absence of fear in the presence of alternatives in a situation of choice; desire to make their own decisions; the ability to make choices and to act within the regulatory field; Activity in defending their position.

It is found that the social and youth movements in modern conditions for students are a platform of social self-determination, and for society - the possibility and mechanism of influence on young people. As part of the social and youth movements the problem of constructing social partnership are solved at all levels, down to the relationship with the state and municipal authorities (Lunev & Pugacheva, 2016).

DISCUSSIONS

Analysis of the literature shows that the problem of formation of students' readiness to social self-determination is the subject of many studies. However, much of the research is devoted to the philosophical analysis of the essence of self-determination, which the authors see in motion, constantly transforming itself (Ananjev, 1977; Bueva, 1978; Grigoryan, 1982; Kogan, 1971; Likhachev, 1995; Moskalenko & Serzhantov, 1984; Myslivchenko, 1972). Undoubtedly, the philosophical analysis in solving the problems in formation of readiness for social self-determination is required. Self-determination is based on a particular understanding of the meaning of own existence. But to understand the essence of self-determination is not enough, it is necessary to identify the methods for formation of readiness for self-determination.

Another part of the research is dedicated to the identification and justification of the criteria of students' readiness to social self-determination.

As the criteria it is proposed to use: 1) attitude towards society, socially important activities (Levada, 1966; Ilyin, 2000); 2) the degree of active life position (Azarov, 1985; Kogan, 1988; Pugacheva *et al.*, 2016; Zakirova & G.Gilmiyarova, 2016); 3) orientation of the person on the subject of social relations (Andreev, 1988; Kohn, 1984); 4) the degree of formation of social experience and sense of purpose of a particular kind of social activity (Andreeva, 1994; Orlov, 1991); 5) the person's attitude to the nature and results of the specific form of social activity, satisfaction with interpersonal relationships, motivation to participate in social relations (Anoufrieu, 1971; Yadov, 1979); 6) the intensity of participation in activity, and finding ways to realize their potential; focus on the subject of social relations, belonging to the socio-historical community, learning and observance of moral human values, social and political activities, nature, art, teaching, labor (Bim-Bad, 1996; Yefimov & Kosolapov, 1977); 7) The method of controlling the behavior of people which can be external (social norms - requirements, public opinion) and

internal (moral consciousness of the individual and voluntary behavior) (Bueva, 1968; Gorelik, 1986). The term “self-determination” is used to describe the meaningful and purposeful human activities leading to the achievement of the goal. The very same goal stands at the time of its formulation as an opportunity to achieve and implement something, and at the same time, as a reflection of the dynamic state of human life and the focus of the activities (Bodalev, 1998). Therefore, students’ readiness criteria to social self-determination should reflect awareness of the need for an active life position and capacity to be the entity of social activity (“need” - “want” - “can”); development of skills to determine their place in life (Petrova *et al.*, 2016). Based on the analysis of the literature, we have identified the subject of the study - features of formation of students’ readiness to social self-determination.

CONCLUSION AND RECOMMENDATIONS

It is found that the self-determination is the choice of “the intended path” and the process which is characterized by the man’s attitude to the realities of life. The main type of activity of students is a study (Vergasov, 1985). The main feature of students’ age is the desire to join in independent life and the search for its meaning (Gamezo & Gerasimova, 1999).

Therefore, features of formation of students’ readiness to social self-determination are associated with activation of cognitive activities and involvement in social and youth movements. The significance of the results obtained is that activation of cognitive activities provides value-semantic self-determination of students, i.e., determining of themselves relatively common cultural values in order to allocate and justify their own concept of life.

Involvement in social and youth movements contributes: students awareness of their needs and capabilities and their compliance with the social attitudes of the society; formation of a reflective position to their participation in the system of social relations, and adequate assessment of the implementation of the social roles’ complex; development patterns of actions enabling to make intelligent decisions about the interaction with society.

The study results allow outlining of prospects for further research of the problems associated with the explanation of the methods for formation of students’ readiness to social self-determination. Paper Submissions may be useful for university professors; Staff of continuous and professional training and retraining centers in the selection and structuring of the content for continuous professional development of the teaching staff in universities.

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