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SOCIAL ACTIVITY OF THE INDIVIDUAL AS A LEADING CHARACTERISTIC OF THE FUTURE SPECIALIST

Abstract: Social activity as a phenomenon attracts attention from representatives of various humanities. This article discusses and analyzes the main approaches to the concept of "activity", its components, as well as its role in the development and formation of a person. There are many approaches to defining the concept of social activity, but they all come down to the fact that social activity is a quality of a person that allows them to express themselves. One of the problems in studying the social activity of young people is to determine the level of their activity.

Keywords: activity, social activity, the levels of social activity, types of social activity, self-esteem, communication and organizational skills

AKTYWNOŚĆ SPOŁECZNA JEDNOSTKI JAKO WIODĄCA CECHA PRZYSZŁEGO SPECJALISTY

Streszczenie (abstrakt): Aktywność społeczna jako zjawisko przyciąga uwagę przedstawicieli różnych nauk humanistycznych. W tym artykule omówiono i przeanalizowano główne podejścia do koncepcji "aktywności", jej składników, a także jej rolę w rozwoju i kształtowaniu osoby. Istnieje wiele podejść do definiowania pojęcia aktywności społecznej, ale wszystkie sprowadzają się do tego, że aktywność społeczna jest cechą osoby, która pozwala jej się wyrażać. Jednym z problemów w badaniu aktywności społecznej młodych ludzi jest określenie poziomu ich aktywności.

Słowa kluczowe: aktywność, aktywność społeczna, poziomy aktywności społecznej, rodzaje aktywności społecznej, poczucie własnej wartości, umiejętności komunikacyjne i organizacyjne

INTRODUCTION

Human activity is one of the most important characteristics of personality. Social activity is one of the types of activity that manifests itself in the conscious interaction of people in the process of communication. The applied value of the study of social activity is especially

significant in the context of youth research. Young people have a large number of opportunities and resources to implement and increase their level of social activity.

The interest in social activity is due to the following factors. First - the formation, expansion and complication of new information space, which involves the emergence of new needs, behavioral characteristics, stereotypes, ideas and ideals. Secondly, the relevance of the issue of clarifying and re-filling the concept of social activity. Third, without the interest of young people in solving social problems of both society and their own, without the manifestation of social activity and social responsibility, the positive development of society slows down.

In this research, the emphasis is placed on the fact that social activity is personal independent psychological phenomenon that differs from other types of activity. It has its own psychological parameters of research, which can be: self-esteem, the level of communication and organizational skills.

THEORETICAL BACKGROUND

Activity is an inherent property and condition of any living organism, including humans. Without activity, a person cannot exist either as a biological being or as a member of society. The concept of "activity" is used in different types of literature: psychological, philosophical, historical, economic; in different combinations and connections - activity as behavior, activity of the individual, mental activity, intellectual activity, creative activity, social activity and so on. Human activity, acting as one of the most important properties of a person, is contrasted with passivity, indifference and infantilism.

Thus, activity is considered, first, in the unity of consciousness and activity (Plato, Spinoza, Descartes, Kant, Fichte, Hegel, Sartre, Berdyaev, Mamardashvili), as "an activity that is not imposed from the outside, but is internally necessary"¹.

Analysis of psychological studies of Western authors of classical works (Z. Freud, A. Adler, E. Fromm, E. Erickson, K. Rogers, A. Maslow, G. Allport, etc.) shows that the problem of activity is intensively studied in various psychological schools: functionalism, behaviorism, psychoanalysis, Gestaltism, the Levin school, cognitive, humanistic psychology, and in many branches of these schools — neo-behaviorism².

The most important sphere and a special level of human activity is social activity. In the scientific literature, there is ambiguity in the definition of "social activity". The different interpretation is generated by the complexity of the object of research itself, in particular, by the variety of its forms and variants.

In the psychological literature, attention is paid to the study of internal factors of the development of social activity (needs are the source)³. It is considered as a complex state and at the same time a property of a person.. In the works of Russian psychologists, atten-

¹ V.L. Hajkin, Aktivnost' (harakteristiki i razvitie). Moskovskij psihologo-social'nyj institut; Voronezh. 2000.

² Filosofskij enciklopedičeskij slovar'. Moskva 2000.

³ V.G. Gorchakov, Kak provesti shkolu liderstva? SHkol'nye tekhnologii. 2003. P.146-163.

tion is drawn to the dialectic of social activity: activity causes development; development increases the level of activity, which leads to further development of the individual.

In the theory of B. Ananyev, social activity is understood as the creation and change of life circumstances by one's own behavior and work, the formation of one's own development environment through social relations (love, friendship, marriage and family, inclusion in various small and large groups) ⁴.

Within the framework of our research, the subject of social activity is the student youth – students, who are characterized by the entire range of social activity characteristic of the personalities of modern society.

According to the level of social activity, a person cannot be unambiguous. Any person is distinguished by a certain level of social activity, determined by a different degree of consciousness, the presence of internal motives ⁵.

Research aim. To identify and analyze the socio-psychological aspects of the effective formation of social activity of students in the conditions of the university.

RESEARCH METHODS

To solve the set tasks and verify the initial assumptions, a set of methods was used that mutually enrich and complement each other: theoretical (comparative analysis of literature sources on the topic of the research; modeling; theoretical generalization of research results); empirical; diagnostic (survey methods); methods of mathematical statistics, qualitative and quantitative data analysis.

SOCIAL ACTIVITY: CONCEPT, STRUCTURE, PHASES OF DEVELOPMENT

In the scientific psychological literature, there is ambiguity in the definition of the concept of "social activity". Different interpretations are generated by the complexity of the object of research itself, in particular, by the variety of its forms and variants.

The concept of "social activity" is inextricably linked with "human activity", which in psychology is considered as one of the most important categories that characterize the active state of a person, determined by innate, acquired in ontogenesis and in the process of socialization of the individual.

In the psychological literature, attention is paid to the study of internal factors of the development of social activity (needs are the source). It is considered as a complex state and at the same time a property of a person—a representative of the social world, interacting with the surrounding reality, the environment. In the works of Russian psychologists, attention is drawn to the dialectic of social activity: activity causes development; development increases the level of activity, which leads to further development of the individual. From psychological point of view, social activity is one of the spheres of human tempera-

⁴ O.E. Antipenko, *Psihologiya aktivnosti i povedeniya: uchebno-metodicheskij kompleks*. Vitebsk 2009.

⁵ D.A. Leont'ev, *Samoregulyaciya, resursy i lichnostnyj potencial*. *Sibirskij psihologicheskij zhurnal*. 2016. P. 18–37.

ment, which determines the intensity and volume of human interaction with the social environment; the proactive impact of social actors on the environment, on other people and themselves, reproducing or changing the conditions of their life and developing their own organizational structure and psyche ⁶.

The content analysis of the author's approaches to determining the essence of the phenomenon under study (E. Anufriev, G. Arefyeva, V. Bekhterev, T. Lapina, T. Malkovskaya, V. Mordkovich, etc.) allowed us to supplement the above list of positions with new characteristics of the category "social activity": this is valuable understanding of social reality; socially significant actions; internal readiness for activity; creative attitude to activity; energetic self-activity of the individual, aimed at transforming reality and the subject itself.

Within the framework of our research, the subject of social activity is the student youth – students, who are characterized by the entire range of social activity characteristic of the personalities of modern society. But the structure of the types of activity has a peculiarity that follows from the content of the life activity of young people. This age is a period of particularly active development of the world, in which the subject can already use some personal experience. The individual passes through all forms of social relations and all types of activity through his attitudes and moral assessments.

It is possible to understand more deeply the essence of social activity when considering its components. As the main structural components, we can offer the following:

- a normative and evaluative component, it includes stable and comprehensively developed knowledge, beliefs, and personal relationships;
- a motivational component that contains socially and personally significant leading needs, attitudes, inclinations, ideals, and personality characteristics;
- a practical and effective component that reflects a person's constant readiness for action, his steady volitional efforts and high emotional endurance .

The degree of development of social activity, the measure of its intensity, is determined by the position of a person in relation to the main type of activity in which he is included. It is in this activity that the mastery of socially important responsibilities takes place, self-awareness is formed, self-esteem is determined, and experience of interpersonal relationships is accumulated ⁷.

The consciousness of the individual, the motives of activity are difficult to measure, so when determining the level of social activity, one should proceed from what gives an idea of the degree of development of these qualities. Such a prerequisite can be the attitude to practical activity, which is expressed, firstly, in the promotion of a specific idea and goal; secondly, in determining the way to implement this idea-activity; thirdly, in the choice of the individual himself of various ways to implement the goal-independence;

⁶ R.P. Popok, Social'naya aktivnost' v studencheskoj gruppe kak psihologicheskaya problema. Vyshejschaya shkola. 1999. P. 53-57.

⁷ D.S. Kornienko, Kommunikativnaya aktivnost' v strukture integral'noj individual'nosti (Geneticheskij i ontogeneticheskij aspekt): avtoref. dis. ... kand. psihol. nauk: 19.00.01. Perm'. 2003.

fourth, in the selection of the most rational methods for performing a specific task-creativity.

The totality of these qualities determines the progressive nature of the activity itself. Any action begins with initiative; for the formation of practical skills and abilities, independence is necessary; creativity involves the orientation of a person in action and pronounced volitional efforts in it .

From the point of view of the selected features, the first, initial level of social activity involves conscientious performance of any business without their own initiative, independence, creativity.

The second, average level of social activity is characterized by a combination of activity and independence with the presence or absence of initiative.

The third, high level is characterized by a combination of all these features in the presence of an active creative beginning . Based on the selected levels of social activity, students who show it can be divided into three groups: potentially active, active, and creatively active. Outside of these levels, there is a non – initiative, passive group.

There are differences between the selected groups not only in the degree of combination of signs of social activity, but also in the practical skills and abilities of the student, his attitude to academic work and intra-collective communication, emotional and volitional state.

A number of authors (Sivolobova I. V., Lyadnik T. N.) take such criteria as the motives of activity, the degree of creative attitude to activity, the acceptance of socially valuable activities, and social orientations as the basis for identifying the levels of social activity. In accordance with these criteria, the inert, reproductive, productive and creative levels of social activity are distinguished. People of inert level show interest only in achieving pragmatic goals, the criterion for evaluating events is the possibility of obtaining personal benefits. They only listen to the opinions of the people in their reference group; they do not know how to plan, organize, and perform work independently. The reproductive level of social activity is characterized by the fact that young people show, mainly, the activity of reproduction, independence, initiative in activity is low. The productive level implies the presence of motives for self-determination and self-improvement, as well as the desire to overcome obstacles. People of this level show creativity and initiative in their activities.

The process of forming social activity can be represented as a transition from the first, or reproductive, level to the highest - creative. The higher the level of formation of social orientation, and, consequently, the manifestation of social activity, the more selectively the individual relates to the surrounding phenomena and objects.

In the conditions of the university, students have a real opportunity to show high social activity in educational and cognitive, research, cultural and leisure activities. Cognitive activity contributes to the formation of a scientific worldview and assumes the presence of cognitive independence, interest in cognitive activity, and the need for constant self-improvement.

It can be stated that when measuring the levels of social activity, we have to deal with subjective assessments, which leads to the lack of a generally accepted, well-founded system and criteria for measuring social activity. In addition, the criteria and indicators will be different for different types of activities in which a person is socially active. The system of indicators for measuring social activity will also be different for different social groups: adolescents, young people, the elderly, etc. What is not in doubt when measuring social activity is taking into account the factor that indicates that the activity of the social subject is voluntary and that it is caused by the individual's own needs.

PSYCHOLOGICAL MEASUREMENT OF SOCIAL ACTIVITY AMONG STUDENTS

In the study of social activity, two main directions can be distinguished – the theoretical one, which forms a system of ideas related to the concept of "activity" and defines it, as well as the direction associated with empirical research.

The definition of activity in the social sphere, its separation from communicative activity, requires a description of the conditions in which it manifests itself, and the objects to which it is directed. Communicative activity is manifested in communication and involves the intensification of all aspects of communication. Social activity is a broader concept, it includes communicative activity, so communication becomes just one of the objects of social activity. Another object of social activity is culture, in which various cultural values can also be distinguished – art, science, technology, everyday life (life activity), and the development of society.

V. Petukhov, calling social activity a factor of successful socialization (assessing success by material well-being, social status and professional self-realization), understands it as the tendency of respondents to an active or passive type of perception of reality, justifying the characteristic "social" by the fact that the decisive instance in the selection of behavior motives are values and norms, thanks to which the individual is connected with society, personality, culture and morality. The criteria for activity include self-orientation, independence, priority of the values of individual freedom and personal well-being, the desire for change, social optimism, and a focus on success⁸.

Passivity is measured by him through the desire for stability, the desire to live like everyone else, without standing out from others, paternalistic orientations, the priority of collectivist values and moral principles.

The empirical study of activity, as a system concept, involves the study of either one of the levels, or the structure as a whole, including such components as motivational (providing intent), dynamic, instrumental (means and methods of implementation) and reflexive (effective), assuming both the presence of knowledge and the evaluative compo-

⁸ Z.M. Tepsaeva, Razvitie social'noj aktivnosti studenta v vospitatel'noj sisteme kolledzha: Avtoref.dis...kand.ped.nauk: 13.00.01./ Adyg.gos.un-t. Majkop, 2007.

ment. These components are controls that are usually measured using heterogeneous procedures⁹.

Other researchers get out of the situation by offering their own questionnaires, and expert assessment, which determine the level of general activity, and give social orientation to their measurements using the method of sociometry, diagnostics of communicative competence and extroversion, counting the number of social contacts, various ways of measuring social status (from expert assessment to orientation to formal status markers – salary, profession status, position, etc.).

Some researchers, studying social activity, associate it with the concept of "social interest". Several methods have been created that offer to measure social interest. Crandall proposed a procedure for self-assessment of one's own qualities based on paired comparisons, characterizing social interest through such qualities as "sympathetic", "helping others", "cooperating", etc. Griever and co-authors created a questionnaire (SII) that forms a scale of self-assessment of social interest. More generally, the scores on this scale reflect the importance that an individual attaches to a democratic style of cooperation, measure the degree of acceptance of oneself and others, the assessment of one's place in life, and also reflect the feeling of being part of society, while the SII index does not correlate with social desirability¹⁰.

Social activity can be diagnosed through an expert assessment of the intensity of social space development, the degree of participation in public life, and social initiative, and most practitioners, both teachers and psychologists, do just that, evaluating social activity in various competitions and encouraging it in public life. However, this indicator is not enough. Despite its accessibility and clarity, it, in our opinion, does not reflect the subjective side of activity.

In general, we can conclude that there is no universal method for determining the level of social activity of an individual. Various methods have been developed for studying various aspects of social activity (motivation, self-assessment, study of communication and organizational skills, etc.).

To study the level of social activity of students, a comprehensive methodology was developed, which includes several parameters: self-assessment of social activity, expert assessment of social activity, the level of communication skills, the level of organizational skills. Based on these components, it was concluded about the levels of social activity of students.

The method was tested on third-year students of the Vitebsk State University named after P. M. Masherov, Faculty of Social Pedagogy and Psychology, specialty "social work". The relevance of studying the level of social activity of students of this specialty, in our opinion, is associated with the specifics of the profession. This specialty involves constant contact with various categories of people, initiative, organizational skills, activity,

⁹ A.A Rean, *Psihologiya i psihodiagnostika lichnosti. Teoriya, metody issledovaniya*. Sankt-Peterburg. Prajm. Evroznak. 2006.

¹⁰ E.S Romanova, *Psihodiagnostika: uchebnoe posobie*. SPb.: Piter. 2006.

etc. In many ways, success in professional activity depends on the level of social activity of the individual.

49 people took part in the study of the level of social activity. The first block of the methodology includes the study of self-assessment of social activity and assessment of the level of social activity of the student by an expert. This questionnaire includes 10 questions and answers to these questions, among which you need to choose the most suitable one for yourself. Each answer is rated from 1 to 5 points. As a result, all the answers are summed up, and the average score of self-assessment of social activity is displayed. The expert (who is the curator of the student group) evaluates the level of social activity on a five-point scale. The final assessment of the level of social activity in this block is the average value of self-assessment and expert assessment.

The second and third blocks include the study of communication and organizational skills. This study was performed using the test-questionnaire communication and organizational skills. According to the results of the study, the student could get from 1 to 5 points, which indicated a certain level of manifestation of communicative and organizational abilities.

In 65% of cases, the expert's assessment coincides with the student's self-assessment, in 14% - the expert's assessment is lower than the examinees' self-assessment, and in 21% - the expert's assessment is higher than the students' self-assessment. From these results, it can be concluded that, in general, the students' self-assessment is adequate, coinciding in most cases with the expert's assessment.

The students were given test - communication and organizational skills. The validity of its inclusion in the study of the level of social activity is due to the fact that these abilities are an important component of social activity, since their level depends on the ability of a person to communicate, establish the necessary social connections, organize both their personal and social activities. The level of development of students' communicative and organizational aptitudes was characterized as follows using the scale scores. The subjects who received a score of 1 are people with a low level of manifestation of communicative and organizational inclinations. (12% - communicative and 14% - organizational).

The subjects who received a score of 2 (18% - communicative and 12% - organizational), have communication and organizational inclinations below the average level. They do not seek to communicate, feel constrained in a new company, team, prefer to spend time alone with themselves, limit their acquaintances, have difficulties in establishing contacts with people and in speaking to an audience, are poorly oriented in an unfamiliar situation, do not defend their opinions, and are hard to bear resentments. In many cases, they prefer to avoid showing independent decisions and initiative.

For the subjects who received a score of 3 (37% - communicative and 29% - organizational), the average level of manifestation of communicative and organizational inclinations is characteristic. They strive for contacts with people, do not limit the circle of their acquaintances, defend their opinions, plan their work, but the potential of their inclinations

is not very stable. This group of subjects needs further serious and systematic educational work on the formation and development of communicative and organizational inclinations.

The subjects who received a score of 4 (10% - communicative and 26% - organizational) belong to the group with a high level of manifestation of communicative and organizational inclinations. They do not get lost in a new environment, quickly find friends, constantly strive to expand the circle of their acquaintances, engage in social activities, help relatives, friends, show initiative in communication, take part in organizing social events with pleasure, are able to make an independent decision in a difficult situation. They do all this not under compulsion, but according to their inner aspirations.

The subjects who received the highest rating of 5 (23% - communicative and 19% - organizational), have a very high level of manifestation of communicative and organizational inclinations. They feel the need for communication and organizational activities and actively strive for it, quickly navigate in difficult situations, behave naturally in a new team, these are initiative people who prefer to make independent decisions in an important matter or in a difficult situation, defend their opinion and ensure that it is accepted by others. They can bring excitement to an unfamiliar company, like to organize different games, events, are persistent in activities that attract them, and are themselves looking for such things that would satisfy their need for communication and organizational activities.

As a result of all the methods, a comprehensive assessment of the level of social activity of students was calculated. 35% of students have a level of social activity above average, 33% - average, 24% - below average, 8% - high.

CONCLUSION

This article discusses and analyzes the main approaches to the concept of "activity", its components, as well as its role in the development and formation of a person. One of the main types of activity is social activity. The development and formation of this type of activity is especially important at a young age. There are many approaches to defining the concept of social activity, but they all come down to the fact that social activity is a quality of a person that allows her to express herself. One of the problems in studying the social activity of students is to determine the level of their activity. To measure social activity, we developed a comprehensive methodology that includes a number of parameters: self-esteem, communication and organizational skills. Social activity of a student is an integrative quality that includes: knowledge and skills, opportunities and abilities to adapt in society, solve socially significant tasks, take responsibility, adopt laws and norms of social life, a set of personally and socially significant actions aimed at transforming various areas of human activity. The development of social activity of students contributes to the development of self-awareness, the acquisition of value orientations, the definition of life prospects.

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