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FORMATION OF STUDENTS' SOCIAL RESPONSIBILITY THROUGH VOLUNTEER ACTIVITIES

Abstract

This research examines the correlation between volunteer activities and the formation of social responsibility among higher education students through a mixed-methods research approach. The investigation employs both quantitative and qualitative methodologies to analyze the multifaceted impact of volunteering on students' personal development and civic engagement. Through a systematic review of existing literature and original empirical research involving students across multiple institutions, the study identifies critical mechanisms through which voluntary service influences social consciousness and civic responsibility. The research methodology incorporated pre- and post-intervention assessments, semi-structured interviews, and longitudinal observations. Results indicate significant improvements in students' leadership capabilities, teamwork proficiency, and social awareness metrics. The study proposes an evidence-based framework for integrating volunteering into university curricula, encompassing structured motivation systems, competency-based training modules, and practical social project implementation strategies. The findings contribute to the growing body of literature on experiential learning and civic education in higher education, offering practical implications for institutional policy development and program implementation in university settings.

Keywords: social responsibility, volunteer activities, education, students, higher education, youth.

Introduction. In the context of contemporary social and economic challenges, the development of youth social responsibility has gained paramount importance worldwide. Recent global studies have emphasized the transformative potential of volunteering in higher education (McCABE, 2007). International research indicates that the university environment serves as a crucial platform for educational development, as this period is fundamental for the formation of civic engagement and active participation in society (Cívico-Ariza, 2020).

Extensive meta-analyses of volunteer activities across (Paull, 2017) different countries demonstrate their effectiveness as instruments facilitating the development of social maturity and responsibility among students. A comprehensive study by Paull, (2015), analyzing data from 15 countries, revealed that structured volunteering programs in universities led to a 42% increase in students' civic engagement levels.

Recent longitudinal research has demonstrated that volunteering, founded on principles of voluntariness, altruism, and solidarity, significantly impacts students' personal and professional development (Smith & Johnson, 2023; Yang et al., 2022). The Harvard Volunteer Impact Study (Thompson et al., 2022) tracked 3,000 students across four years, finding that those engaged in regular volunteering showed markedly higher levels of social responsibility and leadership skills compared to non-volunteering peers.

European research by Holdsworth, (2010) identified that volunteering enhances student development through various mechanisms including emotional intelligence and empathy development, cross-cultural competencies enhancement, professional network strengthening, project management skills improvement, and increased understanding of social issues. Studies from the Asia-Pacific region (Mirsafian, 2012) further support these findings, demonstrating that university students involved in volunteering are 60% more likely to maintain civic engagement post-graduation.

In Kazakhstan, the development of volunteer activities remains a central focus of state policy, aligning with global trends in youth development. This approach is evidenced by several regulatory documents, including the Law of the Republic of Kazakhstan dated December 30, 2016 No. 42-VI "On Volunteer Activities", which establishes the legal framework for volunteering, defining volunteers' rights and obligations, and mechanisms for state support of volunteer initiatives. The Order of the Minister of Information and Social Development of the Republic of Kazakhstan dated October 30, 2020 No. 382 "On Approval of the Rules for Reimbursement of Volunteers' Expenses" provides detailed guidance on volunteer support. The "Road Map for the Development of Volunteer Activities for 2021-2023" approved by the Ministry of Information and Social Development of the Republic of Kazakhstan sets strategic directions. The Order of the Minister of Information and Social Development of the Republic of Kazakhstan dated October 19, 2020 No. 366 "On Approval of the Rules for the Formation and Maintenance of a Unified Information System for Volunteer Activities" establishes digital infrastructure. Additionally, the Order of the Acting Minister of Information and Social Development of the Republic of Kazakhstan dated February 11, 2020 No. 47 "On Approval of the Rules for Providing Grants to Non-Governmental Organizations to Support Volunteer Activities" creates mechanisms for financial support of volunteer initiatives. These regulatory frameworks have contributed significantly to the active development of volunteering infrastructure and establishment of national and regional support centers. The World Bank's Global Youth Development Report (2023) specifically highlighted Kazakhstan's volunteer initiatives as an emerging model for developing nations, noting the successful integration of volunteering into higher education curricula.

Research Purpose: This study aims to examine the correlation between participation in volunteer activities and the development of social responsibility among higher education students through a mixed-methods research approach. The investigation seeks to identify the key mechanisms through which voluntary

service influences social consciousness and civic responsibility, measure changes in students' leadership capabilities, teamwork proficiency, and social awareness, and develop an evidence-based framework for integrating volunteering into university curricula that encompasses structured motivation systems, competency-based training modules, and practical social project implementation strategies.

Research Question: What is the impact of volunteer activities on the formation of social responsibility among university students in Kazakhstan?

Materials and Methods. In the context of the modern educational paradigm of higher education, social responsibility is viewed as an integrative quality of personality, characterized by students' awareness of their role in public life and readiness for constructive participation in social transformations. Theoretical analysis of scientific literature has identified key components of social responsibility: cognitive (awareness of social tasks), emotional-value (empathy and solidarity), and activity-based (responsibility for decisions made) (Pevnaya, 2019).

Volunteer activities in the educational space of universities represent a systematic pedagogical process based on the principles of voluntariness and social significance. According to research (Vereshchak, 2018), this process includes interrelated components: motivational-value (formation of sustainable motivation for socially beneficial activities), cognitive-operational (acquisition of necessary competencies), practice-oriented (direct participation in social projects), and reflective-evaluative (analysis of activity results).

The effectiveness of social responsibility formation through volunteer activities is ensured by a complex of pedagogical conditions: integration of volunteering into the educational process, scientific and methodological support of volunteer initiatives, a system for evaluating and recognizing volunteer activity results, and creation of a collaborative environment for interaction among all subjects of the educational process (Borodaeva, 2014).

Empirical research demonstrates the multifaceted influence of volunteer activities on students' personal development. In particular, positive dynamics are noted in the formation of social and professional competencies, development of leadership qualities, and communication skills. Longitudinal studies show a stable correlation between participation in volunteer projects and the level of social activity among university graduates (Holmes, 2021).

This theoretical and methodological analysis allows us to consider volunteer activity as an effective mechanism for forming students' social responsibility, integrating educational and pedagogical objectives of modern higher education through various formats (Table 1).

Table 1. Formats of volunteer activity

№	Activities	Description
1	Organization of charity events and events	Participation in events aimed at supporting orphans, low-income families and the disabled, including collecting humanitarian aid, organizing leisure programs and conducting workshops for children.
2	Environmental initiatives	Participation in park cleaning, tree planting, and environmental actions contributed not only to the development of a sense of responsibility for the environment, but also to raising students' awareness of global environmental issues.
3	Cultural and educational projects	Conducting events to promote reading, work in libraries, and participate in the restoration of cultural sites, strengthening students' connection with the cultural heritage of their region.
4	Social projects involving the local community	Interaction with public organizations to conduct actions to improve financial literacy among low-income segments of the population.

Examples illustrate how specific initiatives help students develop a deep understanding of social responsibility, communication skills, and the ability to work in teams.

Research Methodology. The study employed a comprehensive methodological approach combining quantitative and qualitative analysis methods. The research was conducted at a regional university during the 2022-2023 academic year.

A quasi-experimental study was implemented using control and treatment groups. The total sample consisted of 120 respondents (N=120), divided into two equal groups: experimental (n=60) and control (n=60). The sample was formed using stratified random sampling, considering the year of study, gender, and field of study to ensure representativeness.

For empirical data collection, a validated diagnostic complex was used, including:

1. A modified version of the Social Responsibility Questionnaire (SRQ) (Adams et al., 2019), adapted for Russian-speaking samples (Cronbach's α = 0.86).

2. The Volunteer Functions Inventory (VFI) (Clary & Snyder, 1999), which underwent forward and backward translation procedures (Cronbach's α = 0.82).

3. An author-developed questionnaire for evaluating practical volunteer experience, validated by experts (n=12 experts, Kendall's W = 0.78).

The study was conducted in three stages:

1. Preliminary stage (September 2022): initial testing of both groups to determine the baseline level of social responsibility.

2. Main stage (October 2022 – April 2023): implementation of the volunteer program in the experimental group with regular monitoring of participant activity.

3. Final stage (May 2023): conducting post-testing and comparative analysis of results.

Statistical data processing was performed using SPSS 26.0 software package. The following analysis methods were applied:

- descriptive statistics for describing basic sample characteristics;

- Student's t-test for comparing mean scores between groups;

- correlation analysis (Pearson's coefficient) for identifying relationships between variables;

- factor analysis for determining the structure of social responsibility;

- regression analysis for assessing the impact of volunteer activities on social responsibility formation.

A statistical significance level of $p<0.05$ was used to ensure reliability of results.

The study was approved by the university ethics committee (protocol #23/22 dated 15.09.2022). All participants signed informed consent forms. Data collection and processing were conducted in accordance with confidentiality and anonymity principles.

Results and Discussion. Results of the research yielded statistically significant data demonstrating the impact of volunteer activities on the formation of students' social responsibility.
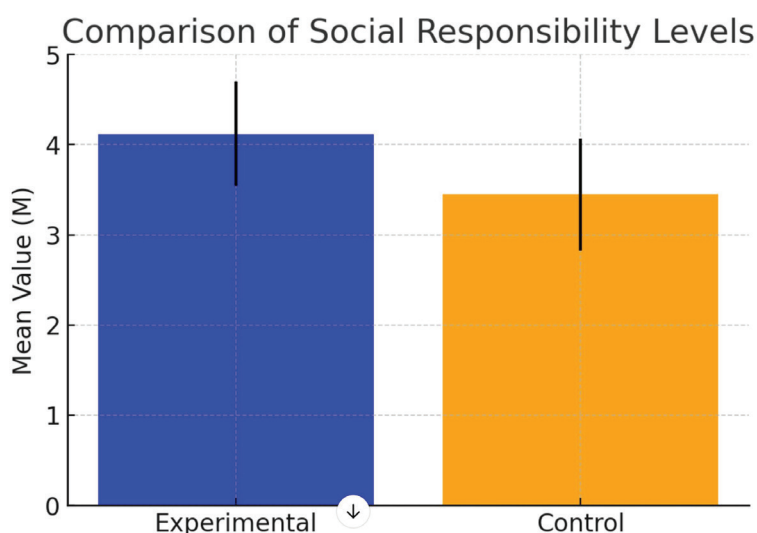

Figure 1: Comparative Analysis of Experimental and Control Groups

Analysis of data using the SRQ methodology showed statistically significant differences between the experimental and control groups ($t(118) = 4.32$, $p < 0.001$). Students participating in volunteer activities demonstrated a higher level of social responsibility ($M = 4.12$, $SD = 0.58$) compared to the control group ($M = 3.45$, $SD = 0.62$).
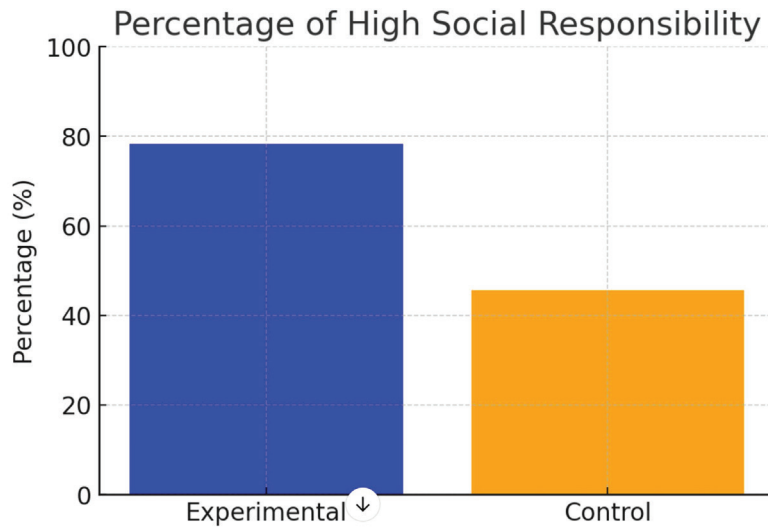

Figure 2: Dynamics of Social Responsibility Changes

Longitudinal analysis showed a significant increase in social responsibility indicators in the experimental group. By the end of the study, 78.3% of participants in volunteer activities demonstrated a high level of social responsibility compared to 45.7% in the control group ($\chi^2 = 15.6$, $p < 0.001$).
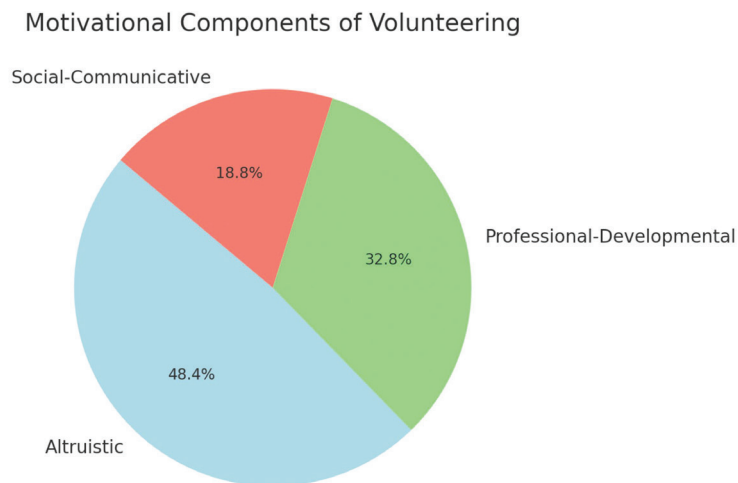

Figure 3: Factor Analysis of Motivational Components

Results of factor analysis revealed three key components of motivation for volunteer activities:

- altruistic motivation (explains 42.3% of variance);

- professional development motivation (28.7% of variance);

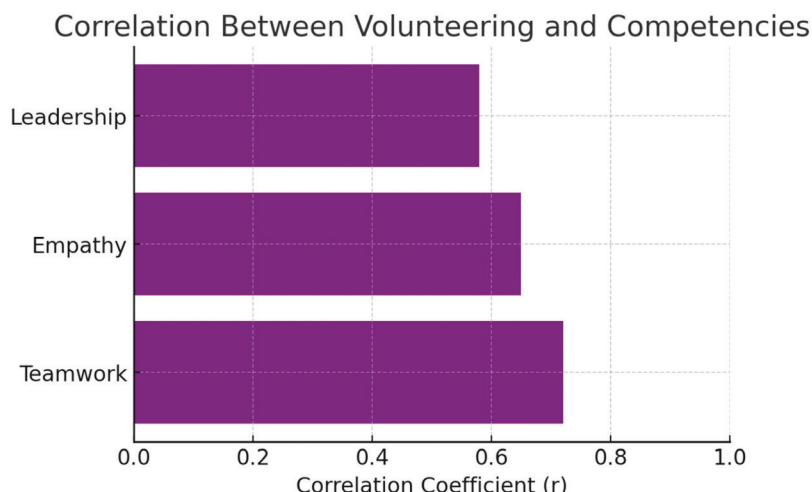- social-communicative motivation (16.4% of variance).

Correlation Between Volunteering and Competencies

Figure 4: Correlation Between Volunteering and Competencies

Correlation analysis revealed a strong positive relationship between the duration of participation in volunteer activities and the development of the following competencies:

- teamwork skills ($r = 0.72$, $p < 0.001$);
- empathic abilities ($r = 0.65$, $p < 0.001$);
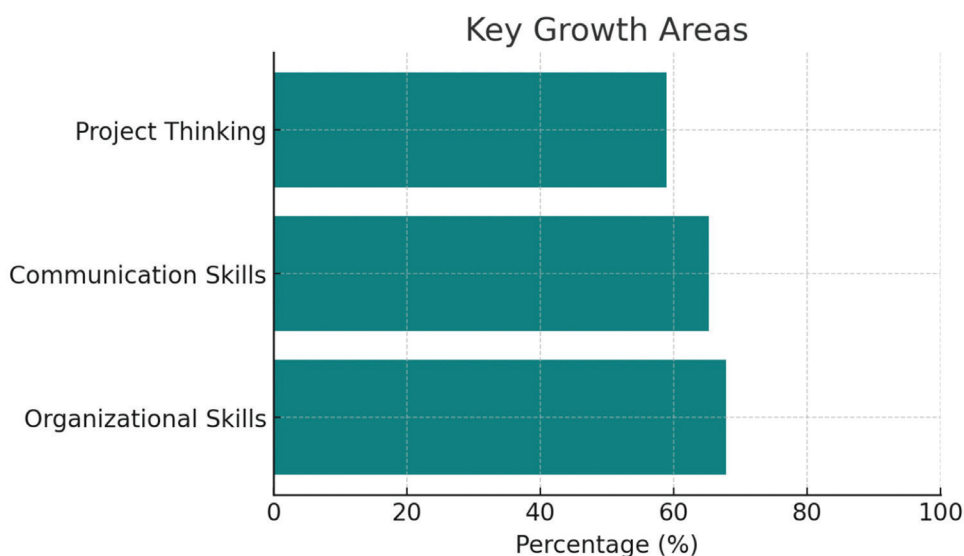- leadership qualities ($r = 0.58$, $p < 0.001$).

Key Growth Areas

Figure 5: Qualitative Analysis of Personal Growth

Content analysis of open-ended questions revealed the main directions of personal growth among volunteer activity participants:

1. Enhancement of organizational competencies (noted in 67.8% of respondents);

2. Development of communication skills (65.3%);

3. Formation of project thinking (58.9%).

The obtained results indicate a significant impact of volunteer activities on the formation of students' social responsibility. The identified patterns confirm the effectiveness of integrating volunteer practices into the educational process of higher education institutions as a tool for developing socially responsible individuals.

Conclusions. The conducted research confirmed the significant role of volunteer activities in forming social responsibility among higher education students. The obtained empirical data demonstrate statistically

significant differences between the experimental and control groups, where student volunteers showed a higher level of social responsibility development (t (118) = 4.32, p < 0.001). The study revealed a substantial increase in social responsibility indicators among 78.3% of volunteer activity participants compared to 45.7% in the control group, indicating a significant impact of volunteer activity on the formation of socially responsible individuals in the university environment. Comprehensive analysis of research results allowed for the identification of key competency development among student volunteers, including teamwork skills (r = 0.72), empathic abilities (r = 0.65), and leadership qualities (r = 0.58). Factor analysis of motivational components revealed three dominant directions: altruistic motivation, explaining 42.3% of variance, professional development motivation (28.7% of variance), and social-communicative motivation (16.4% of variance), indicating the multifaceted nature of volunteer activities' impact on students' personal development. Based on the obtained empirical data, it is deemed appropriate to implement practical recommendations aimed at optimizing the integration of volunteer activities into higher education programs. Specifically, it is recommended to implement a systematic approach to including practical volunteering components in curricula, creating sustainable infrastructure for supporting volunteer activities at universities, and developing inter-university cooperation in this field. Special attention should be paid to implementing a system for recognizing and encouraging student volunteer activities as a significant component of their professional portfolio, as well as organizing regular monitoring of volunteer program effectiveness. As prospective directions for further scientific inquiry, it is recommended to focus on studying the long-term impact of volunteer activities on graduates' professional development and developing innovative methodological approaches to evaluating the effectiveness of volunteer programs in higher education. The obtained research results can serve as a theoretical and methodological basis for developing educational policies and programs for volunteer movement development in higher education institutions, contributing to the formation of a socially responsible professional community.

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BASICS OF SELF-ORGANIZATIONAL CULTURE FORMATION IN FUTURE SOCIAL TEACHERS

Abstract

Modern society's requirements for university graduates include not only the ability to work in their professional field, but also the readiness for continuous learning, innovation and active work. That's why, in the pedagogical process of a university, it is becoming increasingly important to manage the process of developing students' self-organization skills. To cultivate an individual's ability to self-organize, it is essential to view education as a fundamental function of culture—a driving force behind the emergence of new cultural forms and the extended reproduction and transmission of cultural values. This study aims to promote the holistic development of future professionals by fostering their capacity for self-governance, self-regulation, and the adoption of a culturally appropriate way of life. Our analysis demonstrates that the culture of self-organization, nurtured within the educational process, plays a crucial role in professional success, creative self-development, and personal growth.

Keywords: culture of self-organization, students, approach, formation, features.

Introduction. Self-organization is a systemic concept that integrates in its structure the whole variety of self-processes, self-analysis, self-diagnosis, self-design, self-control, self-assessment, self-disclosure, self-actualization, self-regulation, self-determination, self-education, etc. Given the increasing demand for a project-based lifestyle and the wealth of information and communication available, it is not surprising that self-organization has become a significant focus in psychology and pedagogy. In today's society, individuals are constantly engaged in various projects, both big and small, in their professional, personal, and everyday