

## Artículo de investigación

**Motivation for socially significant activities as a condition for successful socialization of personality****МОТИВАЦИЯ НА СОЦИАЛЬНО-ЗНАЧИМУЮ ДЕЯТЕЛЬНОСТЬ КАК УСЛОВИЕ УСПЕШНОЙ СОЦИАЛИЗАЦИИ ЛИЧНОСТИ**

Recibido: 9 de agosto del 2019

Aceptado: 23 de septiembre del 2019

Written by:

**Irina A. Terentyeva**<sup>20</sup>

Spin-code: 6492-9958

**Tatyana A. Nikitina**<sup>21</sup>

Spin-code: 5153-1726

**Abstract**

In modern society, the search for pedagogical conditions for the successful socialization of youth is an urgent scientific problem. The result of successful socialization is a formed social competence, which is understood as an integrative personal education, including knowledge, skills, abilities, which are formed in the process of socialization and allow a person to quickly and adequately adapt in society and effectively interact with the social environment. An important component of social competence is the motivation for socially significant activity, which serves as a prevention of destructive behavior in society. The authors put forward the thesis about the need to build a comprehensive work aimed at the formation of social competence, including pedagogical support (a set of pedagogical conditions that contribute to the formation of social competence), strengthening the educational component in education and building relationships with young people. The results of a study conducted at the Faculty of Humanities and Social Sciences at Orenburg State University FSBEI of HE with the use of funds from the Orenburg Regional Palace of Children and Youth Creativity GBUDO, confirmed the hypothesis: the formation of social competence of youth will be effective when implementing a set of pedagogical conditions aimed at managing the process of socialization of youth: a coordinated space is formed (based on the use of the potential of the general and complement education), which contributes to the

**Аннотация**

В современном обществе поиск педагогических условий для успешной социализации молодежи является актуальной научной проблемой. Результатом успешной социализации является сформированная социальная компетентность, которая понимается как интегративное личностное образование, включающее знания, навыки, умения, которые формируются в процессе социализации и позволяют человеку быстро и адекватно адаптироваться в обществе и эффективно взаимодействовать с социальной средой. Важным компонентом социальной компетентности является мотивация на социально значимую деятельность, которая служит профилактикой деструктивного поведения в обществе. Авторы выдвигают тезис о необходимости выстраивания комплексной работы, направленной на формирование социальной компетентности, в том числе на педагогическое сопровождение (совокупность педагогических условий, способствующих формированию социальной компетентности), усиление воспитательной компоненты в образовании. Результаты исследования, проведенного на факультете гуманитарных и социальных наук Оренбургского государственного университета ФГБОУ ВО с использованием средств Оренбургского областного дворца детского и юношеского творчества ГБУДО, подтвердили гипотезу: формирование социальной компетентности молодежи

<sup>20</sup> Candidate of Pedagogical Sciences, Associate Professor of the Department of General Legal Disciplines and Political Science, Orenburg State University, Russia.

<sup>21</sup> Candidate of Political Sciences, Associate Professor of the Department of General Legal Disciplines and Political Science, Orenburg State University Russia.

integration of youth in the system of public relations; pedagogical support (through the educational component) of the process of socialization of youth in a coordinated space was provided; motivation (personal meaning) for socially significant, creative activity is actualized. Personal needs, motivation, a positive attitude to work, creativity (motivational sphere) are formed due to the awareness of the personal significance of socially useful activities. The authors conclude that in the process of successful socialization of youth, the formation of social competence takes place, and the motivational sphere plays a leading role in this process. The following motives are central to motivation: the motive of success (achievement), the motive of fear (failure) and the motive of self-affirmation. Motivation for success is one of the indicators of successful socialization of youth, preventing the formation of destructive actions. Self-realization in socially significant activities contributes to the self-assertion of the individual. The motive of self-affirmation in constructive activity serves as a prevention of destructive, anti-social behavior.

**Keywords** Socialization of youth; motivation; educational component; pedagogical support; creative activity success, self-affirmation, social competence.

позволит быть эффективным при реализации комплекса педагогических условий, направленных на управление процессом социализации молодежи: формируется скоординированное пространство (на основе использования потенциала общего и дополнительного образования), что способствует интеграции молодежи в систему общественных отношений; оказана педагогическая поддержка (через образовательный компонент) процесса социализации молодежи в скоординированном пространстве; актуализируется мотивация (личностный смысл) социально значимой, творческой деятельности. Личные потребности, мотивация, позитивное отношение к работе, креативность (мотивационная сфера) формируются за счет осознания личностной значимости общественно-полезной деятельности. Авторы приходят к выводу, что в процессе успешной социализации молодежи происходит формирование социальной компетентности, и мотивационная сфера играет ведущую роль в этом процессе. Следующие мотивы являются центральными для мотивации: мотив успеха (достижения), мотив страха (неудачи) и мотив самоутверждения. Мотивация к успеху является одним из показателей успешной социализации молодежи, препятствующей формированию деструктивных действий. Самореализация в общественно значимой деятельности способствует самоутверждению личности. Мотив самоутверждения в конструктивной деятельности служит профилактикой деструктивного, антиобщественного поведения.

**Ключевые слова:** социализация молодежи; мотивация; образовательный компонент; педагогическая поддержка; успех, самоутверждение, социальная компетентность.

## Introduction

The globalization of the economy, the revolution of information technology, the acceleration of scientific and technological progress require the creation of qualitatively new conditions for the life of society, the formation of fundamentally new social relations. Youth, as a special social group, is a sensitive indicator of ongoing changes, and determines the overall development potential of the Russian state.

Under these conditions, the problem of finding an educational space for the process of socialization of the younger generation and the continuous development of the personality in new sociocultural conditions is actualizing in the educational system. The educational space of Orenburg State University is characterized by openness, mobility, flexibility, and is as adaptable to the needs and requirements of youth

and society as a whole. In the educational space of the university, pedagogical technologies of self-development, self-realization, and self-activation of a person are implemented.

In addition to educational programs of higher education, the university implements additional educational programs that help individuals become involved in the sociocultural space, provide psychological comfort, personal significance, give everyone a chance to discover themselves as an individual, as a person, provide opportunities for creative development in strength, interests, at an individual pace, encourage self-development and self-education, self-esteem and introspection. This enables everyone to receive the most diverse orientations in the system of social and spiritual values, in the system of relations with reality (Bananji, 1994, Abdrakipova, 2012).

Socialization of youth is a subjective formation of personality on the basis of assimilation of sociocultural values, inclusion in socially significant activities the result of which is social competence. We define social competence as an integrative personal education, including knowledge, skills, abilities that are formed in the process of socialization and allow a person to quickly and adequately adapt in society and effectively interact with the social environment.

### Materials and Methods

The study was conducted on the basis of the Orenburg State University at the Faculty of Humanities and Social Sciences with the involvement of the resources of the Orenburg Regional Palace of Children and Youth Creativity. The aim of the study is a theoretical justification and experimental verification of a number of conditions conducive to the formation of social competence of youth, the prevention of destructive behavior.

Hypothesis: the process of formation of social competence among young people will be effective in implementing a set of pedagogical conditions aimed at managing the process of socialization of youth:

- A coordinated educational space has been formed (based on the use of the potential of general and additional education), which contributes to the integration of young people in the system of public relations;
- Provided pedagogical support (through the educational component) of the

process of socialization of youth in a coordinated space;

- Formed motivation (personal meaning) for socially significant, constructive activities;
- Personal needs, motivation, a positive attitude to work, creativity (motivational sphere) are formed due to the awareness of the personal significance of socially useful activities (Suetina, 2008).

The study was conducted in stages from 2012 to 2017. At the second stage of the study (2014–2015), experimental work was carried out to verify the complex of conditions conducive to the formation of social competence of youth.

In the process of successful socialization of youth and the formation of social competence, the motivational sphere plays a leading role.

The following motives are central to motivation: the motive for success (achievement), the motive for fear (failure), and the motive for self-affirmation.

Success motivation is one of the indicators of successful socialization of youth. The motive of self-affirmation opens up opportunities for the development of voluntary behavior, overcoming strategies.

The following research methods were used: formative experiment, survey, testing, observation, statistical processing of experimental results, data interpretation, comparative analysis.

The results of the third pedagogical condition. In accordance with such an indicator of social competence as motivation, its components are determined: motives and values.

Among the main motives that determine successful socialization, we identified the motive for achieving the goal - success. The study of the presence of this motive was carried out using the T. Ehlers method "Motivation for success" (Tapbergenov, 2016).

Respondents were asked to agree or disagree with a number of statements. The results of processing the answers revealed the following: 35% never thought about it, 21% achieved success and believe that they can achieve it thanks to their diligence, merit, and ambition. Many respondents - 44% believe that their success is impossible without the support of

teachers and parents. However, independence in solving problems, achieving success, orienting in any situation is an indicator of successful socialization.

The next step in our study was to determine the severity of individual aspirations. We applied the method "My aspirations" (a modification of the method of O.I. Motkova) (Vashchenko, 2015).

When processing data, the degree of aspiration is determined based on the following values: 1 - very low, 2 - low, 3 - medium, 4 - high, 5 - very high. According to the results of evaluation, the severity of aspirations can be determined:

- The desire to develop the will, manage your desires, emotions;
- The desire to strengthen your body, health;
- The desire to develop physical qualities, strength, dexterity, maintain physical fitness;

- The desire to become kinder, fairer, more attentive to people;
- The desire to have an attractive appearance, care of yourself;
- The desire to be a good friend;
- The desire to be respected, significant among the youth;
- The pursuit of success in school, work.

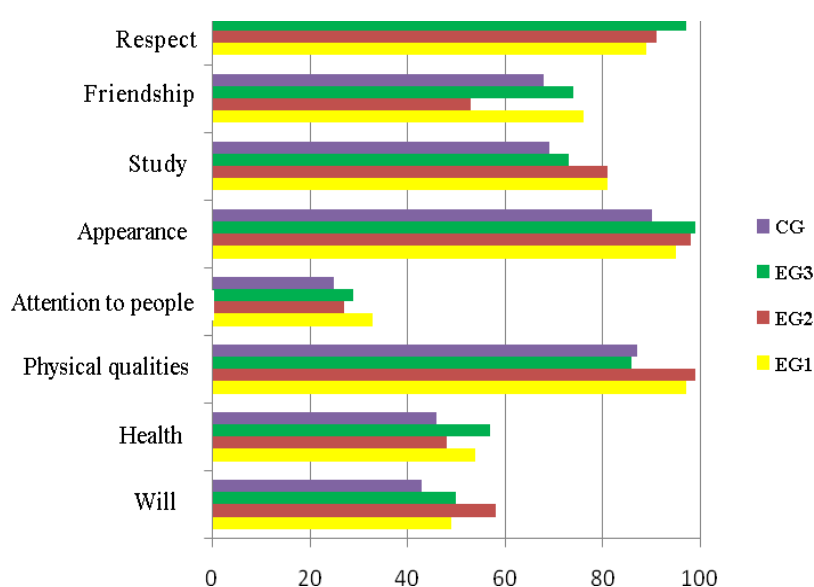
The results are presented in table 1.

Analysis of the results showed that the largest number of respondents expressed a desire to be attractive, to care for themselves; be respected among adults and among young people; develop their physical qualities. Respondents gave fewer preferences to the desire to become kinder, fairer, and more attentive to people; develop the will, manage their desires, emotions.

**Table 1.** The severity of the leading aspirations (%)

Group:	Indicators							
Experimental/control	Will	Health	Physical qualities	Attention to people	Appearance	Study	Friendship	Respect
EG1	49	54	97	33	95	81	76	89
EG2	58	48	99	27	98	81	53	91
EG3	50	57	86	29	99	73	74	97
CG	43	46	87	25	90	69	68	99

The figure 1 shows the distribution of individual aspirations.



**Figure 1.** The severity of individual aspirations (%)

In accordance with the basic conceptual idea of our work, “embedding” an individual into the socio-cultural space will be more successful if the process of interiorization and exteriorization of sociocultural values occurs (Suetina, 2008). We carried out the study of the system of value orientations of a person using the method of M. Rokich “Value Orientations”, the purpose of which is to study the relationship of a person to

values (Milton Rokich test).

Respondents from all the study groups were asked to rank 18 terminal values in terms of importance. After processing and detailed analysis, the following results were obtained. First of all, we will present the values that the respondents put in the first places in table 2.

**Table 2.** Terminal values ranked first

	Values
1 place	Self-confidence, good and faithful friends, happy family life, health, happiness of others
2 place	Love, health, financially secure life
3 place	Health, love, having good and loyal friends, happy family life

In general, the rating of values is as follows: having good and loyal friends, happy family life, health, love.

However, we see that respondents have differences in the choice of universal human values. The value of an altruistic focus is in the first place, 1.14% of respondents put the happiness of others in the first place.

4.57% of respondents put self-reliance in the first place, which contributes to personal achievement. Almost the same number of people put the rest of the values in the first place.

Summarizing the results of the study of the value orientations of all groups of respondents, we can say that the values of human happiness are the most important for them.

The value of “having good and faithful friends” takes the first places, since this factor is one of the most important among young people.

A qualitative analysis of the differences between the experimental and control groups of respondents, obtained by the method of M. Rokich, revealed the following.

The respondents of groups EG1 and EG3 (students of the Faculty of Humanities and Social Sciences, students of the Faculty of Finance and Economics) are focused on the values of social interaction, they are distinguished by higher activity and efficiency, emotional sensitivity, sociability, good nature, openness. They are open for interaction with both peers and teachers. They are gullible, benevolent towards people, conscientious; they have a high level of

subjective control in relation to the emotionally positive events of their lives.

The respondents of group EG2 (students of the Faculty of Philology and Journalism) are dominated by the values of individual self-realization, they have a high emotional sensitivity, strive to make the most of their capabilities and abilities, which implies pronounced motivation in the subject activity. They are characterized by dedication, a certain coldness towards others, rivalry, perseverance, self-confidence, independence, normativity and suspicion.

Representatives of the control group (they have a predominance of orientation towards the values of social success) are characterized by inclination to inconsistency, low activity rate, flexibility of attitudes in relation to social norms and requirements, self-centeredness, irresponsibility, high level of subject control in communication, as well as in the field of achievements and family relationships.

Thus, value orientations, characterized by the stability of the components, characterize the different orientation of the relations of the respondents - participants of our study.

An important area of motivation for human actions, which also serves as a mechanism for socialization, consists of unconscious impulses - attitudes (Polukarov, 2015; Tapbergenov, 2016; Semenova, 2008).

Different severity of installations was identified during our study (see table 3).

**Table 3.** Average representation of focuses (points)

FocusTypes	EG1	EG2	EG3	CG
Onprocess	6,0	5,7	6,1	4,8
Ontheresult	6,1	6,3	6,1	5,9
Altruism	5,0	4,9	5,2	5,0
Selfishness	4,9	5,2	5,1	4,8

The respondents of the experimental groups established higher rates on the “process” scales (from 5.7 to 6.1 points) and “result” (from 6.1 to 6.3 points). This demonstrates the purposeful nature of the flow of creative activity of university students.

### Literature Review

Investigations of the essence, structure of the phenomenon of socialization, the formation of social competence are devoted to the works of domestic (Abulkhanova-Slavskaya, 1989; Andreev, 1988; Borytko, 2001; Argeil, 1974; Parsons, 1951, Parsons 1956, Parsons 1976) and other scientists.

The problem of the social formation of personality was considered in studies studying the influence of socialization on the social structure of society, the system of social relations. Sociologists emphasize that socialization contributes to the development of the social nature of a person, his participation in social life (Ilyin, 1976; Smelser, 2003 and others).

The features of socialization depending on regional conditions, traditions, customs, and the experience of folk pedagogy are substantiated in the works of (Belinskaya, 2000 and others).

The works of V.G. Afanasyev, 1981; S.F. Anisimov, 1988; Arakcheeva, 2018 are devoted to the studies of anthropological, personal-activity, system-structural, competence, cultural studies approaches.

Analysis of the works addressing the problem of the educational space of the educational organization in the process of socialization of youth, their accumulation of social experience,

the formation of social skills (Andreev, 1988; Borytko, 2001; Argeil, 1974; Karakovsky, 2000; Koval, 2013; Kargapoltseva, 1999; Leontie , 1975; Momov, 1975; Shiyarov, 1995).

### Results

The results of a stating experiment to study the level of formation of motivation in the process of formation of social competence determined the need to update the motivational sphere by filling socially significant activities with personal meaning.

In the educational space of Orenburg State University, both author’s and traditional author’s programs are implemented, based on the principles of integrated, integrative student development.

The formation of the student’s social competence was based on the introduction of special courses with a social focus in the educational process.

All topics of the courses were aimed at the formation of social competence. During the school year, teachers conducted an open training or open event. Trainings, events were analyzed together with colleagues and recommendations were developed, which were discussed at the scientific and practical seminars of the department.

The content and methodology of the lessons were combined by the purposeful logic of including students in the dialogue, strengthening the process of understanding and perceiving sociocultural values as the most important needs of the individual, as subjectively significant, sustainable life guidelines in their aspirations.

**Table 4.** The dynamics of the significance of social values (%)

Selection of respondents	At the beginning				At the end			
	EG1	EG2	EG3	CG	EG1	EG2	EG3	CG
Very significant	19	21	20	18	44	43	45	42
Significant	21	18	22	17	28	32	31	35
Not very significant	26	29	27	25	28	25	24	23
Unacceptable	6	9	7	11	-	-	-	-
Incomprehensible	28	23	24	29	-	-	-	-

Students were involved in social projects, volunteer projects, role-playing games, situations of choice, where it was necessary to analyze actions in various situations and make decisions about their behavior. It was noted that the teams developed a certain favorable socio-psychological climate based on moral principles. Thus, the tasks that we solve at the stage of the formation of the experiment, allowed students to master social practice in order to gain experience in the self-realization of the subject, successful adaptation to the social environment, satisfaction and development of social needs and interests. This is evidenced by the dynamics of the formation of social competence, presented below.

Consider the results of a study of the value priorities of respondents.

The “not very significant” column shows a significance rating of 1.8%. This does not mean the inefficiency of the formative experiment on the assimilation of sociocultural values by respondents, but that such values as “willingness to believe in God” and “holiness” have a lower position than other values.

The summary table 5 presents quantitative indicators of the distribution of respondents by type of value orientations.

**Table 5.** Distribution of respondents by types of value orientations (%)

Focus Types	EG1		EG2		EG3		CG	
	begin	end	begin	end	begin	end	begin	end
On the value of social interaction	37	37	39	40	35	39	34	37
On the value of individual self-realization	41	35	37	31	36	31	34	37
On the value of social success	22	28	24	29	29	30	21	26

It should be noted that the values of self-realization in the social sphere mainly prevail by the end of experimental work in groups of subjects (social interaction is the first type and social success is the third type).

In our opinion, this is a more mature life position, since awareness of a personal contribution to a public cause is taking place, and the future perspective of personal development is determined.

In the course of our study, different degrees of focus were revealed (Table 6).

It is valuable that the respondents have increased

and become closer to each other indicators of orientation to the process, result and altruism. This demonstrates the desire to achieve through understanding and the use of effective methods of work. The orientation of young people to support and help others in accordance with the content, goals and objectives of socially significant activities indicates a higher level of their social competence.

We tend to attribute positive dynamics due to the effectiveness of the educational processes at the Orenburg State University, the subjects of interaction in which are teachers, students, social partners.

**Table 6.** The average representation of the focus of respondents (points)

Focus	EG1		EG2		EG3		CG	
	begin	end	begin	end	begin	end	begin	end
Onprocess	6,0	6,3	5,7	6,0	6,1	6,3	4,8	6,1
Ontheresult	6,1	6,3	6,3	6,4	6,1	6,3	5,9	6,0
Altruism	5,0	5,0	4,9	4,7	5,2	5,0	5,0	4,7
Selfishness	4,9	5,1	5,2	5,0	5,1	5,0	4,8	4,6

### Conclusions

Thus, in the process of the formation of social competence, the development of youth motivation, changes are taking place in the personal sphere, which indicates the influence of the educational space of the educational organization on successful socialization and the need for constructive, constructive behavior.

The ratio of the indicators of the initial and final stages of diagnostic studies, observations, expert evaluation of students' activities allowed us to conduct a qualitative analysis of the formation of levels of social competence.

Table 7 shows the dynamics of the levels of formation of social competence of students.

As can be seen from the table in groups EG1 and EG3, the number of respondents from the initial level more than tripled, the number with a stable level more than doubled. In the EG2 group, the initial level decreased from 39.15% to 17.4%, the steady level indicators increased from 13.05% to 34.8% (respectively, at the beginning and at the end of the experimental research work). In the control group, the dynamics of indicators was found in close proportions: in the initial group, a decrease, in a stable one, an increase.

Thus, the indicators of the dynamics of the formation of social competence are reliably significant, which is due to the social orientation of the educational space of the educational organization

**Table 7.** The dynamics of the formation of social competence of students in the course of experimental-search work (%)

Levels	Groups							
	EG1		EG2		EG3		CG	
	begin	end	begin	end	begin	end	begin	end
stable	4 (17,4)	9 (39,15)	3 (13,0)	8 (34,8)	3 (13,05)	9 (39,15)	5 (21,7)	9 (39,15)
unstable	9 (39,15)	11 (47,8)	11 (47,8)	11 (47,8)	11 (47,8)	12 (52,2)	10 (43,5)	11 (47,8)
initial	10 (43,35)	3 (13,05)	9 (39,15)	4 (17,4)	9 (39,15)	2 (8,7)	8 (34,8)	3 (13,05)
T-test	2,38*		1,636		2,22*		1,1	

### References

Abdrakipova, G. R. (2012). Formation of the social responsibility of young people in their free time. *VestnikKazGUKI*, 2, 18-22, 2012.

Abulkhanova-Slavskaya K.A. (1989). The activity and consciousness of the individual as a subject of activity. Psychology of personality in a socialist society: activity and development personally. Moscow. 1989.

Afanasyev V. G. (1981). Society: systemicity, cognition and management. Moscow, 1981.

Andreev V.I. (1988). Dialectics of education and self-education of a creative person. Kazan. 1988.

Anisimov, S. F. (1988). Spiritual Values: Production and Consumption. Moscow.

Arakcheeva S.A. (2018). Pedagogical support of the formation of adolescents' readiness for self-development. Yaroslavl Pedagogical Bulletin, No 2. 2018.

Argeil M. and others. (1974). The Psychology of Interpersonal Behavior. Penguin Books.

Bananji, M.R., Prentice, D.A. (1994). The Self in Social Context. *Annual Review of Psychology*,



45, 297 – 332, 1994.

Belinskaya E.P. (2000). Stefanenko T.G. Ethnic socialization of a teenager. Moscow.

Borytko N.M. (2001). In the space of educational activities. Volgograd.

Ilyin V.S. (1976). The process of education in learning as a pedagogical problem. Its essence. Research problems. Improving the educational process. Volgograd, 1976.

Karakovsky, V. A. (2000). Parenting? Parenting ... Parenting! : theory and practice educational systems. Moscow, 2000.

Kargapoltseva N. A. (1999). Montessori education: problems of socialization and personal education. Moscow, 1999.

Koval M. B. (2013). College of the new formation, a graduate of new thinking. Professional education. Capital. Number 10.

Leontiev A.N. (1975). Activity. Consciousness. Personality. Moscow.

Momov V. (1975). Man. Morality. Parenting. Moscow.

Parsons, T., Loubser, C.J. (1976). *Explorations in General Theory in Social Science: V.2*. N.Y. 1976

Parsons, T., Bales, R. (1951). *Family: Socialization and Interaction Process*. London. 1956.

Parsons, T. (1951). *The Social System*. Glencoe.

Polukarov, V. V. (2015). The problem of club activity in foreign theory and practice. *News of universities. Volga region. Humanitarian sciences*, 2 (34), 137-147, 2015.

Semenova, L.G. (2008). The development of achievement motivation in the professional development of university students. *TSU*

*Bulletin*, 2, 354 – 359, 2008.

Smelser N. (2003). Socialization: main problems and directions of research. Moscow.

Study of value orientations of M. Rokich. Rokich, (Value Survey). Accessed: <https://psycabi.net/testy/320-metodika-rokicha-tsennostnye-orientatsii-test-miltona-rokicha-issledovanie-tsennostnykh-orientatsij-m-rokicha-oprosnik-tsennosti-po-rokichu>.

Suetina, N.M. (2008). Value and value orientations: conceptualization of various approaches. *Bulletin of Adygea State University. Series 1: Regional Studies: Philosophy, History, Sociology, Jurisprudence, Political Science, Cultural Studies*, 8, 165-169, 2008.

Shiyarov E.L., Kotova K.B. (1995). The idea of humanizing education in the context of domestic personality theories. Rostov-on-Don. 1995.

Tapbergenov, S.O. (2016). The nature of human feelings or the motivation and psycho-emotional organization of the personality. *Volga Scientific Journal*, 3 (55), 133-138, 2016.

Vashchenko, A.N. (2015). The motive. Motivation. Motivation for development. New vision and perception. *Bulletin of TGUPBP*, 3, 5-16, 2015.