

Educational Potential of Voluntary Activity in Work with Student Youth

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Abstract

The presence of volunteer movements is one of the important indicators of the spiritual, moral level of the state, nation, society. Today, new means and ways of forming social initiative of student youth, motivating them to actively participate in socially useful activities, are being sought in the national general and vocational education. Theoretical analysis of a number of studies has allowed us to identify that the problems of upbringing and educating the students can be resolved through the volunteer movement to a large extent. The idea of voluntariness as an unselfish creation of good requires a constant growth and an outlet to higher universal human, moral values from human [1, p. 40]. The scientific article presents the results of a theoretical study, the purpose of which was to identify the educational potential of volunteer activity in working with student youth. The study of the effectiveness of using a volunteer activity in work with the student youth was carried out in the process of experimental work. The analysis of the results of research conducted made it possible to reveal the significant educational potential of volunteer activity. The possibility of making free choice, follow their moral impulses, be involved in the cultural process, form a communicative, social responsibility, etc., all this is represented in volunteer activity and can play an important role in the formation of a young man.

Keywords. Volunteer Activity, Student Youth, Morality, Responsiveness, Empathy.

Introduction

Volunteer activity as the personification of culture and civilization is a manifestation of the free will of human, accompanies the development of mankind, the achievement of fair and moral standards of being for many centuries. In this regard, volunteerism, of course, has a huge educational potential.

Studying the phenomenon of volunteer activity as a natural form of manifestation of civic self-awareness, effective practice of moral, social education of youth is becoming more and more in demand today.

The scientists are increasingly concerned with the essence of volunteerism as a free and selfless activity in existing domestic and foreign research. From the perspective of pedagogy and psychology, the works of such Russian scientists as L.N. Antilogova, R.N. Azarova, P.I. Babochkin, V.R. Keyselman

(Dorozhkin), E.E. Nasinovskaya et al. are devoted to this problem. [2, 3, 4, 5, 6]. The scientists note significant opportunities for voluntary activity in the socialization and education of student youth. The works of D. Kenris, S. Neubert, R. Chaldini, D. Mayers [7, 8] are devoted to the problem of volunteerism abroad. In their research, the scientists consider this problem from the standpoint of altruistic labor.

The educational potential of voluntary activity considered in the article has a philosophical and ethical nature. The phenomenon of volunteerism is based on the socio-historical experience of mankind, the traditions of its existence, that is, the freedom of will and good. These categories are already etymologically laid down in the concept of "volunteering".

The etymological analysis of the concept of volunteer shows that these are the active subjects of social reality. These are people engaged in charitable activities in the interests of socially unprotected strata of the population. It is important to note that the volunteers knowingly agree to gratuitous labor or a modest remuneration of their labor, while being able to get a higher fee for their work. This concept contains both the subjective aspect of activity and its moral assessment.

To date, the volunteer activities are a familiar social practice in many countries around the world.

Describing the concept of volunteer activity in relation to the world practice of volunteering is one of the forms of selfless social service of citizens at various levels. This activity, based on the free will of citizens, is aimed at providing socially meaningful services to socially unprotected strata of the population and at the same time contributes to the personal growth and development of the volunteers themselves.

Active involvement of students in volunteer activity, of course, contributes to cognitive and emotional development, motivation for socially active behavior and assistance to another person. Inclusion in volunteering improves such aspects of a young person's personality as participation, responsiveness, sympathy and empathy, forming a desire to participate in the activities that bring undeniable results. This desire can become a need for a young person, orienting him to implement the goals established.

Considering the educational potential of volunteer activity, we note that this activity can act as an

educational process aimed at the socialization of an individual [9; 10].

In our opinion, Professor L. Sikorska defined several important functions of volunteer activity, where its educational potential is reflected:

- Social competence function, forming the experience of independent life in society, social cognition;
- Identification function, forming a sense of belonging to the advanced part of the generation;
- Integrating function, forming a connection with people, ethnos, religion, etc.;
- Personality-developing function, allowing showing the unique creative and human potential;
- Value-semantic function, forming a system of value orientations of the individual;
- Professional-labor function, consisting in the realization of the personal value of labor;
- Innovative-initiative function, forming an active social position in life;
- Self-awareness function as an opportunity to expand self-knowledge and self-understanding;
- Creative-transformative function, reflecting the creative potential of volunteer activity and volunteers;
- Civic education function as an opportunity to implement the civic position by the individual;
- Humanistic function, forming humane relations in society;
- Spiritual-moral function, reflecting the main values of life: goodness, justice, trust and honesty [1, p. 36].

Methods

Educational potential of volunteer activity in working with student youth was revealed during the pedagogical experiment within the framework of the social and creative project "I am a Good Creator". The project has been implemented on the basis of the art school named after N.I. Feshin and the music college named after I.V. Aukhadiev of the Kazan city of the Republic of Tatarstan for two years (2016-2017). In total, 60 people took part in the pedagogical experiment, which included a control and experimental group of students aged 15 to 18 years old. A special feature of the project is the creation of an electronic base for creative youth and social service institutions for their further interaction. The project is a platform for the implementation of voluntary social initiatives, creative potential of talented, indifferent youth.

The pedagogical experiment has been conducted with the aim of verifying the reliability of hypothesis put forward by us, according to which we believe that using the educational potential of volunteer activity in

working with student youth will contribute to the formation of a multifaceted and socially responsible person under the following indicators: the need and desire to participate in the socially useful activities;

the formation of motives, interest in volunteering; the presence of a moral ideal, moral attitudes, ability to choose the right, appropriate style of behavior in different life situations with the young person; the development of emotional sphere of students, the ability for an emotional response to an understanding of human: responsiveness, support, attention to the problems and joys of other people.

The pedagogical experiment was implemented in three stages: summative, formative and control. At the summative stage of the experiment, we determined the initial level of motivation for socially active behavior and assistance to another person in the control and experimental groups. We used the following diagnostic techniques: a test developed by a team of employees of Sochi State University to diagnose the motivation of volunteers at the Olympic Games [11, p. 30]; a test "Unfinished Sentences" developed by M. Rokich, aimed at studying the person's ideas about the system of significant values [12, p. 195]; a questionnaire test for diagnosing the ability to empathy of A. Mekhrabien and N. Epstein [13, p. 525].

The formative stage of the experiment was carried out only in the experimental group. We worked only with the experimental group at this stage of the pedagogical experiment. The work was aimed at the implementation of the social-creative project "I am a Good Creator", which united the talented and not indifferent students of the Republic of Tatarstan.

In the process of the formative stage of the experiment, namely the project implementation, we solved the following tasks:

- Strengthening of the universal human and moral values;
- Self-actualization, self-realization of a person, disclosure of unique abilities, familiarization with the independent labor activity;
- Development of communicative competence;
- Development of organizational abilities, leadership qualities;
- Experience of socially significant activity, humane social interaction;
- Opportunity to express civic position.

At the control stage of the experiment, we checked the level of development of cognitive, moral and emotional development, motivation for socially active behavior and rendering assistance to another person in the control and experimental groups. At this stage, we used the same diagnostic methods, which were used at the summative stage.

Results

Due to the fact that the content of formative stage of the experiment was presented in the previous section, we should present a comparison of the results of summative and control stages for the identified indicators.

To determine the formation of motives, interest in volunteer activity, we used the diagnosis developed

by a team of employees of the Sochi State University.

Table 1. Summary Table of Students Distribution by Levels of the Formation of Motives, Interest in Volunteer Activity of the Students of EG and CG

Level	Experimental group				Control group			
	Summative stage		Control stage		Summative stage		Control stage	
	Number (persons)	Value in %	Number (persons)	Value in %	Number (persons)	Value in %	Number (persons)	Value in %
High	10	33.4	24	80	2	6.6	1	3.4
Medium	12	40	5	16.6	19	63.4	18	60
Low	8	26.6	1	3.4	9	30	11	36.6

To determine the students' moral ideals, attitudes, ability to choose the right, appropriate style of behavior in different life situations, we used the

methodology "Unfinished Sentences" developed by M. Rokich.

Table 2. Summary Table of the Experiment Results Under the Technique of M. Rokich "Unfinished Sentences"

Level	Experimental group				Control group			
	Summative stage		Control stage		Summative stage		Control stage	
	Number (persons)	Value in %	Number (persons)	Value in %	Number (persons)	Value in %	Number (persons)	Value in %
High	12	40	27	90	8	26.7	9	30
Medium	11	36.6	3	10	8	26.7	8	26.6
Low	7	23.4	0	0	14	46.6	13	43.4

To determine the level of development of the emotional sphere of students, the ability to emotionally react to understanding of a person, the manifestation of responsiveness, support, attention

to the problems and joys of other people, we used the diagnosis of the ability to empathy of A. Mekhrabien and N. Epstein.

Table 3. Summary Table of the Experiment Results under the Technique of A. Mekhrabien and N. Epstein - The Diagnosis of the Ability to Empathy

Level	Experimental group				Control group			
	Summative stage		Control stage		Summative stage		Control stage	
	Number (persons)	Value in %	Number (persons)	Value in %	Number (persons)	Value in %	Number (persons)	Value in %
High	11	36.6	26	86.7	7	23.3	8	26.7

Medium	11	36.6	4	13.3	8	26.7	8	26.7
Low	8	26.8	0	0	15	50	14	46.6

Discussion

At the summative stage of the experiment, the analysis of the hierarchy of formation of motives, the interest of student youth in volunteering allowed us determining that the volunteering motives were important for only 10 students of the EG (33.4%) and 2 students of the CG (6.6%) (Table 1). A high level of the formation of moral ideals, attitudes, the ability to choose the right one, corresponding style of behavior in different life situations was shown by 12 students of the EG (40%) and 8 students of the CG (26.7%) (Table 2). The results of formation of the emotional sphere of students, the ability to emotionally respond to understanding of a person, the manifestations of responsiveness, support, attention to the problems and joys of other people were shown by 11 students of the EG (36.6%) and 7 students of the CG (23.3%) at a high level (Table 3).

Having analyzed the results of the summative stage of the experiment, we organized the formative stage of experimental work within the framework of social and creative project "I am a Good Creator", the goal of which was to raise the level of the formation of a fully developed and socially responsible person.

At the control stage of the experiment, the diagnosis results of formation of motives, the interest of student youth in volunteering allowed us determining that the volunteering motives were important for only 24 students of the EG (80 %) and 1 student of the CG (3.4%) (Table 1). A high result of the formation of moral ideals, attitudes, the ability to choose the right one, corresponding style of behavior in different life situations was shown by 27 students of the EG (90 %) and 9 students of the CG (30%) (Table 2). The formation of the emotional sphere of students, the ability to emotionally respond to understanding of a person, the manifestations of responsiveness, support, attention to the problems and joys of other people were shown by 26 students of the EG (86.7 %) and 8 students of the CG (26.7%) at a high level (Table 3).

Conclusions

Analyzing the summary tables of the experiment data, we can state that the volunteer activity of student youth has a high educational potential. The results of experimental work showed sufficient effectiveness of the implemented social and creative project "I am a Good Creator", which manifested itself in the activation of personal attitudes, motives, interest in volunteering; the presence of moral ideals, attitudes, the ability to choose the right, appropriate style of behavior in different life situations with the

students; the development of emotional sphere of students, the ability to emotionally respond to an understanding of a person, the manifestation of responsiveness, support, attention to the problems and joys of others.

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