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**ФОРМИРОВАНИЕ СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ СТУДЕНТОВ ПО НАПРАВЛЕНИЮ
ПОДГОТОВКИ 38.03.03 «УПРАВЛЕНИЕ ПЕРСОНАЛОМ» В ПРОЦЕССЕ РАБОТЫ
НА XXIX ВСЕМИРНОЙ ЗИМНЕЙ УНИВЕРСИАДЕ**

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AuthorID: 707158

Шмелева Жанна Николаевна, кандидат философских наук, доцент,
доцент кафедры «Иностранный язык» ЦМСиБ
Красноярский государственный аграрный университет
(660049, Россия, Красноярск, пр. Мира, 90, e-mail: shmelevazhanna@mail.ru)

Аннотация. Проблема формирования социальной ответственности личности в целом и личности студента в частности является одной из широко обсуждаемых в системе высшего образования проблем. В современный период феномен социальной ответственности рассматривается многими учеными и как социальная ответственность государства, реализуемая в виде социальных гарантий и государственной поддержки, и как социальная ответственность бизнеса, корпоративная социальная ответственность и др. Отдельного внимания заслуживает проблема формирования социальной ответственности личности студента высшего учебного заведения, которая определяет развитие человека, его внутреннего мира, формирование стрессоустойчивости, нестандартности и креативности мышления, способствует успешной социализации и адаптации, а также помогает в дальнейшем трудоустройстве выпускника. В сложившихся на данный момент рыночных условиях, работодатели в сфере управления человеческими ресурсами все чаще предъявляют требования не только к профессиональным знаниям, но и к сформированности социальной ответственности будущего специалиста, умению коммуницировать, принимать независимые решения, обладающего эмоциональной эмпатией и эмоциональным интеллектом. Проведено много исследований, подтверждающих то, что вовлечение студента в добровольческую (волонтерскую) деятельность является формой университетской подготовки, а также средством формирования социальной ответственности. Последняя, в свою очередь, способствует развитию необходимых как в повседневной жизни, так и в профессиональной деятельности лидерских качеств: умения привлечь к делу, заинтересовать членов группы, организовать людей, организовать себя, добиться поддержки от государственных и коммерческих структур. Целью статьи является теоретическое и экспериментальное обоснование участия студентов Красноярского государственного аграрного университета в волонтерской деятельности в рамках XXIX Всемирной Зимней Универсиады, проходившей в Красноярске в 2019 году, как эффективного средства формирования социальной ответственности. В рамках статьи уточняется содержание, концепция и основные компоненты социальной ответственности; выявляется эффективность работы студентов волонтеров и стюардов на XXIX Всемирной Зимней Универсиаде; анализируются и обобщаются педагогические и психологические условия, способствующие формированию социальной ответственности у студентов направления подготовки 38.03.03 «Управление персоналом». Методологическую основу статьи составили следующие методы и подходы: системно-деятельностный подход, личностно-ориентированный подход, аксиологический подход, индукция, дедукция, наблюдение, анкетирование, анализ, синтез, моделирование.

Ключевые слова: студент, социальная ответственность, социализация, адаптация, высшее образование, компетенции, волонтерская деятельность, крупномасштабное спортивное мероприятие, Всемирная Зимняя Универсиада, управление персоналом, построение карьеры, самореализация, рынок труда, конкурентоспособность выпускника, трудоустройство.

**THE SOCIAL RESPONSIBILITY FORMATION IN STUDENTS OF THE TRAINING DIRECTION
38.03.03 "PERSONNEL MANAGEMENT" IN THE PROCESS OF WORK
AT THE XXIX WORLD WINTER UNIVERSIADE**

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Shmeleva Zhanna Nickolaevna, candidate of philosophical sciences, associate professor,
docent of the department of "Foreign Language"
Krasnoyarsk State Agrarian University
(660049, Russia, Krasnoyarsk, Mira Av., 90, e-mail: shmelevazhanna@mail.ru)

Abstract. The problem of social responsibility formation in the person in general and the personality of the student in particular is one of the widely discussed problems in the system of higher education. In the modern period, the phenomenon of social responsibility is considered by many scientists as the social responsibility of the state, implemented in the form of social guarantees and state support, as the social responsibility of business, corporate social responsibility, etc. Special attention should be paid to the problem of social responsibility formation of the individual student of higher education, which determines the development of a person, his inner world, the formation of stress resistance, originality and creativity of thinking, contributes to successful socialization and adaptation, as well as helps in the further employment of the graduate. In the current market conditions, employers in the field of human resources management are increasingly demanding not only professional knowledge, but also to the formation of social responsibility of the future specialist, the ability to communicate, make independent decisions, having emotional empathy and emotional intelligence. There have been many studies confirming that the involvement of students in voluntary (volunteer) activities is a form of university training, as well as a means of forming social responsibility. The latter, in turn, contributes to the development of the necessary leadership qualities both in everyday life and in professional activities: the ability to attract to the cause, to interest group members, to organize people, to organize themselves, to obtain support from government and commercial structures. The aim of the article is theoretical and experimental substantiation of participation of students of Krasnoyarsk state agrarian University in volunteer activities within the XXIX world Winter Universiade, held in Krasnoyarsk in 2019, as an effective means of social responsibility formation. The article clarifies the content, concept and main components of social responsibility; reveals the effectiveness of students' work as volunteers and stewards at the XXIX world Winter Universiade. Pedagogical and psychological conditions promoting social responsibility formation in students of the training direction 38.03.03 "Personnel Management" are analyzed and generalized. The methodological basis of the article consists of the following methods and approaches: system-activity approach, personality-oriented approach, axiological approach, induction, deduction, observation, questioning, analysis, synthesis, modeling.

Keywords: student, social responsibility, socialization, adaptation, higher education, competencies, volunteer activities, large-scale sports event, World Winter Universiade, personnel management, career building, self-realization, labor market, graduate competitiveness, employment.

INTRODUCTION

Modern globalized world is characterized by such opposite phenomena as on-line 24/7 communication through the Internet, the feeling of being necessary and the feeling of being absolutely lonely, positive deeds on helping people and children who need assistance and aggressive behavior, total indifference, and social infantilism of the younger generation. The institutions of higher education are obliged, first of all, to educate a qualified specialist in the given training direction, but simultaneously it is indispensable to form social responsibility in students, for them to be able to accept the responsibility not only for their own deeds, but also for larger groups, friends, family and country. The social responsibility formation facilitates conscious, congruent, positive-oriented socialization, adaptation as well as helps in achieving success in future profession and life. This is even more relevant for the students in the training direction 38.03.03 "Personnel management" as their professional activity is going to be connected with people, career guidance, communication, socialization, adaptation and certification of personnel, which means the presence of tolerance, positive attitude to people and social responsibility for small and large groups of people.

If one analyzes the modern educational programs content, it becomes obvious that it not always facilitates the formation of moral norms and responsible attitude to the environment, people and groupmates. Consequently, there arises the acute necessity to implement such means, activities, forms and methods that will influence the students in the process of such personal qualities formation as tolerance, humanism, responsible and positive behavior, respect and stress-resistance. The author of the article considers the work of students as stewards and volunteers in the XXIX World Winter Universiade conducted in Krasnoyarsk in 2019 to be the effective means of forming students' moral qualities and consequently, development of social responsibility.

The topicality of the issue is proved by a large number of works of scientists on the given problem. The social responsibility issues were widely considered by Zolotareva I.I. [1], Bailuk V.V. [2]; Ergazina A. A. [3] believes students' social responsibility to be the value-pedagogical phenomenon; while Doneva O. V. [4] investigates the pedagogical conditions of social responsibility development in students of technological higher education institution and Ivanenko T. G. [5] continues to develop these ideas and analyzes pedagogical and socio-psychological factors determining the formation of responsibility of university students. Mironova E. Yu. [6] and Bratukhina T.V. [7] suggest to develop social responsibility among students by means of extracurricular activities and Trofimova N.V. [8] by the charitable activity. This issue is rather relevant for university students, which is proved by the research of Semukhin O.A., Semukhina E. V. [9] who speak about socio-pedagogical potential of identification and responsibility of students in the communicative space of the university, as well as by Baurova Yu. V. [10]. Kochetova I. D. [11] gives detailed attention to the role of social and humanitarian disciplines in the education of social responsibility among students of economic university. Sokolovskaya E. V. [12] generalizes the stages of responsibility formation in the process of professional training of students-future social workers. Khapalova E. A., Ayubov N. A. [13] narrow their analysis of social responsibility formation in students of economic specialties.

And for sure a massive amount of scientific publications is devoted to the process of social responsibility formation by means of the volunteer activity: Trofimova N.V. [14], Elteko O. N. [15], Vorobyova N. V., Kovalchuk A.V. [16], Kunilova K. D., Karuna T. A. [17], Alimov A.A. [18], Gazizulin L. F., Svalova I. D. [19].

All the above-said proves the necessity of finding effective ways of social responsibility formation in students, for instance, by means of their participating in massive, large-scale sport events like XXIX World Winter Universiade

conducted in Krasnoyarsk.

METHODOLOGY

The purpose of the article is to conduct theoretical and experimental substantiation of students' participation in the volunteer activity in the framework of XXIX World Winter Universiade as the effective means of social responsibility formation. The following *tasks* are set and solved: the content, concept and basic components of social responsibility are clarified; the effectiveness of students' work as volunteers and stewards at the XXIX World Winter Universiade is revealed; the pedagogical and psychological conditions that facilitate social responsibility formation in students of the training direction 38.03.03 are analyzed and generalized. The following methods and approaches constituted the methodological base for the article: system-activity approach, student-centered approach, axiological approach, induction, deduction, observation, questioning, analysis, synthesis, and modeling.

RESULTS

The period of the university education presupposes different quantitative and qualitative changes in the young generation's life. These changes influence the student's self-understanding, self-development and self-determination parameters. In the end, the educational process should result in the capability to make significant decisions in future profession and everyday life depending on personal qualities, abilities, experience, motivation, culture, competence, values. One can observe the increase of behavior valuable aspects and the appearance of interest in the social and cultural types of activities. The role of the faculty member in this situation becomes important, indispensable, facilitating the process of student's personality formation. Being the developing personalities all students need pedagogical assistance, emotional support, advice and help.

Speaking about the student's social responsibility formation it should be noted that it is a multi-faceted, multi-level phenomenon that depends on many significant factors and conditions.

According to Baranovskaya L.A. socio-cultural determination forms the regularities of the student's social responsibility in the socio-cultural educational space. "The goals and objectives of the formation of the student's social responsibility are determined by the society requirements to him as a citizen who has a social feature, expressed in a harmonious unity of modalities "responsible to" and "responsible for" [21]. And it is necessary for these phenomena "responsible for" and "responsible to" to exist in balanced because student's activity achieves the goals of creating such prominent results that are equally good for others and for the person. He should be responsible not only for himself, but also for others.

While analyzing the motives of younger generation that they had, being freshmen, we identified some problems that influence the social responsibility formation. First of all, we revealed the fact that when entering the institution of higher education (in our case Krasnoyarsk state agrarian university) most young people considered this type of education to be the means and indicator of personal development, future professional growth, and the means of making successful career. These ideas seldom contained the orientation to the donating and helping the society and the country, "making the world a better place to live in". Students receiving higher education, in our case in the training direction 38.03.03 "Personnel management", were highly-motivated to get benefits and positive outcomes for themselves only. So, they perceived the social responsibility as some kind of restriction that is mandatory for the compliance with the moral and legal relations in the society. The next problem that seemed to be relevant after questioning of employers in the HR direction (25% of teachers at this training direction should be the representatives of HR-companies or HR-departments) was the lack of graduates' practical readiness for professional activities with the use of the formed general, general-professional, universal and professional competences. The

reason lies in the fact of giving special attention to strong academic teaching while the attention to educational work with students was reduced. Moreover, the faculty members of the university are obliged to fulfill the so-called "effective contract" which is obligatory and necessitates the teachers to pay more attention to their publication activity, indexing in Scopus, Web of Science, developing Moodle complexes rather than devoting time to extra-curricular humanistically-orientated work with students. For, example if the teacher prepares the student to conference participation with the report or takes students on excursion, he'll get from 0,3 to 0,5 points to his effective contract, but if he develops a Moodle complex, he may get up to 20,0 points. Consequently, faculty members prefer to work for their own benefit giving only academic education for students. So, we can see that these problems significantly influence the social responsibility formation in comparison with, for example, Soviet system of higher education which was ideologically and humanistically based.

In the psychological and pedagogical literature there are many definitions of social responsibility. We share the point of view of Doneva O.V. who believes that social responsibility of students is "the sustainable personal phenomenon, developing in the process of training and education, determining the students' behavior on the basis of their awareness of social and legal norms, acceptance of spiritual and moral values of society, features of personal choice, transformation of socially significant situations through the organization of activities, achieving goals and overcoming obstacles" [4]. Kunilova K. D., Karuna T. A. [17] claim that today the term "volunteering" is considered as one of the forms of citizen participation in socially significant and useful deeds, as well as the way of collective interaction.

Thus, if there is the necessity to make the educational process oriented on the social responsibility formation, the following principles should be implemented and realized: a) the principle of interdependence and interaction of the studied disciplines (the author of the article previously discussed the interdisciplinary relation use in the training of students-managers [22]); the principle of collective cooperation (it may start from the use of group work in the classes); the principle of introducing the freshmen into the social-significant activity (working in the enrollment commission, volunteer work, taking part in the celebrations of the Victory Day, walking with the "Immortal regiment", reading poems on Pushkin's birthday, taking part in the "Students' spring" festival and others). It is indispensable to use activity approach as only in activity there is a chance for students to form responsible behavior, transform his motives from egoistically-oriented to socially-significant. Only in the activity process the students develop the capability to independently solve problems associated with socially responsible behavior. They transform their lifestyle, critically assess themselves, choose the methods of activity and behavior, control the implementation in compliance with social responsibility norms. Trofimova N.V. [8] reveals the structural components of social responsibility: cognitive, value-motivational, axiological and activity-reflective.

FSBEI of HE "Krasnoyarsk state agrarian university" has in its structure the Department of educational work and youth policy. People who work in this Department do their best to involve the great amount of students into socially-important activities. Earlier we have enumerated only a small part of them. Every year special plan of the work [23] which includes different events oriented on carrying out activities on patriotic, civil, moral, physical, aesthetic, environmental education is developed and published on the official site www.kgau.ru. Much attention is also given to health-saving technologies, inclusive education, and prevention of offences, extremism and ethnic separatism. Round table discussions on the following topics: "The role of public youth organizations and associations in the creation of conditions for international and interfaith dialogue in

youth environment", "Topical issues of youth politics in the modern University", "Patriotic education", "Prevention of terrorism and extremism manifestations are conducted [23].

And certainly such popular direction that helps the social responsibility formation as volunteering is implemented with the great success at the university. We agree with Elteko O.N. [15] that volunteering plays the role of such an environment where freshmen, sophomores, graduates and even post-graduates acquire the necessary experience of socially responsible behavior. When the Department of educational work and youth policy involves the students of KSAU in volunteer activities it definitely promotes and facilitates their key competencies and social responsibility formation. Krasnoyarsk city had the honored opportunity to receive XXIX World Winter Universiade with sportsmen and guests from more than 50 countries. Students of the training direction 38.03.03 "Personnel management" became the active participants of this large-scale event, the preparation for which started in 2015-2018 long before March, 2019 when the official opening took place. Students of our university worked as volunteers in different platforms, the vocal ensemble "Belovodye" under the leadership Kuznetsov Pavel Vladimirovich sang Russian songs in the ceremony of opening and on different singing platforms free of charge during all 10 days of the Universiade. It is worth noting that such kind of volunteer activity changed the students' world-view, contributed to the intellectual skills development, established self-esteem and students' usefulness awareness.

Thus, volunteering can become a means of social responsibility forming. No doubt, the sphere of higher education exerts great influence on this process as students pass the stages of socialization and adaptation at the university. Thus, the basic goal of higher education organizations nowadays is not only academic teaching provision but giving special attention to the social, humanistic and even altruistic training of students. Moreover, future graduate of "Personnel management" direction will face some kind of non-standard situations in the society, so his task is to be creative, tolerant, attentive, communicative, sociable, stress-resistant, and, in our opinion, volunteer activities help students in their future profession.

CONCLUSIONS

In conclusion it should be noted that students' social responsibility is the immanent personality characteristics which is expressed in person's application and assimilation of existing society norms and rules, acceptance of moral-spiritual values, fulfillment of either professional duties or volunteer activities that benefit not only the person himself but also other society members. The social responsibility includes cognitive, motivational, value-semantic and activity-reflective components. Volunteer activities of KSAU students during the XXIX World Winter Universiade were freewill, unpaid, included help, empathic support to sportsmen and guests of the sport large scale event that involved emotional component that facilitated the formation of the socially-beneficial behavior. Volunteers and stewards from FSBEI of HE "Krasnoyarsk state agrarian university" mastered their organizational skills, leadership and managerial characteristics, communication skills (also in English) [23], compassion, emotional intelligence [24], feeling of making the world a better place to live in, self-confidence and self-esteem, enlarged their communication circle and environment, adopted some moral qualities from their curators and group leaders in the Universiade both from Krasnoyarsk and Moscow. Volunteer preparation course also helped in the socialization and adaptation of students as they were given lectures, trainings, discussions, role-games and master-classes in safety standards, work with disabled people, psychological peculiarities of people's behavior in large groups, stress-resistance, Survival English, persuasion skills, emotional stability which was tested in simulation of stressful situations.

Summing up, we can say that volunteering can be called an innovative process with a high level of educational

potential and act as the means for professional-determination and socialization of future managers. Students' participation in volunteer activities in such large scale sport events as Winter and Summer Universiade and Olympics is a good chance to see the results of their own work, to experience deep moral satisfaction. The habit and then consequently the need to conduct activities that bring benefits to a large number of society members are formed. Thus, the students' involvement in volunteer activities contributes to the development of leadership qualities that will help to interest and organize people in any activities, to achieve support from government and commercial structures, to increase the cultural level, to gain professional experience, to develop social intelligence and creativity.

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