

Value-Motivational Aspects Social Activity Development at the Higher Education Institution Specialists

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Abstract: Using the latest educational technologies and active methods of social activity development in future specialists in the educational space under today's conditions is significantly complicated by existing levels of the object and subject studies of various patterns. The authors studied a wide range of foreign and domestic interdisciplinary works and models which describe the implementation of research methodology of the individual socialization process to study the development of specialists' social activity. Also, the authors defined the relevant patterns of students' involving in socially significant activities due to the changes in value-motivational aspects at different stages of social activity development at the higher education institution. The structural and functional components are determined, and the research parameters specifying the changes of value-motivational factors of social activity development in future socionomy specialists are substantiated. The article provides empirical diagnostics of values among the students of socionomic professions within the sociological and pedagogical research of social activity with the participation of 610 students from four Ukrainian higher education institutions. The diagnostics was carried out by means of the shortened version of the "Portrait Questionnaire of Values - PVQ-Revised". It has been found out that the development of social activity in future socionomy specialists is mainly related to changes in motivational aspects at different levels of generality and complexity; it includes such constructs as values, goals, behavior plans which require a qualitative analysis of social factors and identification of relevant patterns of students' involvement in socially significant activities.

Keywords: *social activity, values and value orientations, social competence, value-motivational components, pedagogical tools of developing, the latest educational technologies, activity form.*

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1. Introduction

The stage of professional training in the formation of the future specialist's personality necessarily actualizes the issue of such socialization characteristics development as social activity, social competence, social responsibility of the individual, etc. On the other hand, socially acceptable indicators of the levels of social motivation, responsibility, competence, etc. influence the development and formation of a professional social environment in the process of training on a socio-competence basis and are deeply related to the general level of culture, knowledge, skills and abilities. It is obvious that a necessary condition for social activity is the ability of the future specialists to reflect on the social factors of their own professional development. Hence, we ought to carefully choose the methods and means that could help develop those qualities of the future sociology specialists which would be harmoniously combined with the interests of the group, professional community and civic society in general.

The phenomenon of social activity belongs to the category of generalized, integral psychological phenomena in the life of a today's individual. Thus, the results of research into the dynamics and tendencies, the influence of subjective factors and value orientations, attitudes and life plans for the development of youth's social activity are of significant practical interest for identifying the pedagogical aspects of social activity in future sociology specialists (Dmytruk et al., 2016). On the one hand, the research reveals interest in social activity and self-direction. On the other hand, it shows disturbing trends of moral relativism and alienation from social tasks. Therefore, it is important to understand the processes generated by the convergence of intrapersonal and external components which are characteristic for the development of human social qualities, and which means the presence of unifying, harmonizing principles of their development in the form of certain new integration features (Hlebova, 2017).

One of the postmodern aspects of the social sphere, important for this research, lies in a fundamentally new vision of the institutional, group and individual values. It was previously thought that there are different ethical values (public, private, personal) at different social levels. Today, as noted by Schultz (2004), a postmodern approach to axiology relies on the fact that the social world is holistic in nature and multimodal in structure, which blurs the distinction between public and private sectors due to recent trends in the economy and employment (Schultz, 2004, p. 279). In turn, this state of affairs has led to a new axiological discourse, in particular, in the field of social work and professional behaviour in general. The authors of

the article believe that the demarcation of values is followed by that of powers. Therefore, now we have non-professional social workers nominated by such prefixes as “para-”, “quasi-” and various forms of volunteering.

According to Kirby (2006), psychological factors in the deconstruction of postmodern values are hidden in the new-life state of people in the world. Being ironically self-aware, people still remain ambivalent, on the verge of constant choices in an uncertain world, and finally feel the value and ontological relativity of absolutely everything. Such seemingly metaphysical observations cause a total revision of even “eternal values”.

Western European scholars claim that the fashion for postmodernism is over. It means that one can now see the impact of postmodernism on social sciences and social practices. Roberts (2017) assumes that “postmodernists miss the self-critical side of modernity and tend to overreact against aspects of modernism”. Consequently, “that overreaction is evident especially in the postmodern preoccupation with textuality and discourse, which transforms sociology into cultural studies and historiography into a form of literature” (Roberts, 2017). In terms of social work and (more broadly) activity, one can observe emancipation as a key vector of such practice, as well as the inadequacy of postmodern challenges and opportunities. Besides, social theories and practices of postmodernism focus on self-identity and differences in the sense of “little politics”. At the same time, there is no clear line between “big” sociology and “little” politics.

If one considers social work as close to patronage and health care under postmodern conditions, one can notice strong neoliberal tendencies in terms of values and some devaluation of radical care. Poblete-Troncoso et al. (2019) state that “postmodernism upsets professional values, both in the practice of care and in the training of future professionals, for this reason it is necessary to strengthen and adapt the traditional values between the academy and the clinic, focusing the training on the teacher as a model of professional practice”. Thus, one can conclude that in the postmodern era, social work should absorb the much greater potential of related non-socionic professions (physicians, rescuers, managers) since social values that used to help in terminal states have now lost their categorical character.

The problem of the values of socionic professions sphere in the postmodern era can be considered in the context of the general value conflict, which causes professional stress and uncertainty. Fenton (2014) proves this fact by analyzing ideologies of criminal justice social workers. The scholar claims that “younger, less experienced workers object significantly less to the neoliberal-informed changes in criminal justice social work and suffer significantly less ethical stress as a result” (Fenton, 2014).

Therefore, it is essential to ensure “a social justice alignment in students’ practice” (Fenton, 2014). At the same time, Gwilym (2018) theorizes that “government austerity policies and a market and corporate neoliberal state have effectively trapped social work in an ideology that increasingly furthers the authoritarian nature of the profession”. Rogowski (2018) studies the post-non-classical deprofessionalization of social work and the transfer of its powers to natural aspects (parents, the environment). It means that such work in social institutions may be reduced to formal bureaucratic support.

It must be noted, however, that Orientalist scholars explain socioic consequences of postmodernism by their eurocentrism, which is “a problem of the West”. Indeed, the West does not strive to preserve either personal or collective identity in the era of globalization. Yin (2018) suggests that only an authentic cultural identity, along with the best traditions of social interaction and dialogue, should preserve axiological aspects of social work.

According to Dybicz & Hall (2021), “since the late 1980s, a number of innovative practice approaches have appeared on the social work scene informed by postmodern thought”. These practices, at the time of collecting data for this article (during 2018-2020, Ukraine), remain so in postcolonial countries. At first, it was believed that their irrational character would contradict the positivist nature of social sciences. However, Dybicz & Hall (2021), who have suggested considering individualistic narratives for social practices, have managed to prove their effectiveness.

It has long been known in social psychology that personality is pluralistic. However, the findings by Dunn & Castro (2012) indicate that “technology exposure and materialistic beliefs are related to levels of self-pluralism and that materialism plays a partial mediatory role in technology’s influence on multiplicity”. Such factors as the abundance of technologies, wide access to large arrays of information and the huge demand for it facilitate the further segmentation of society by interests, needs, cultural identities and life intentions. This phenomenon can be described as the impact of technologies on plurality. It means that only temporary self-identification at a certain moment can be considered real.

Based on the analysis of scientific-theoretical and empirical research on the development of socially significant qualities and personality characteristics of the future specialist, we can summarize the following problematic positions:

– there are significant differences in the level of object and subject studies demonstrating the patterns of social activity development in future sociology specialists within the socio-cultural and educational space;

- the social and transformational changes in the structure of value-motivational components which are characteristic for the development of social competence in future sociology specialists are not fully considered;
- the qualified support of the process of social activity development in future sociology specialists in the context of competence-oriented education requires a wider use of the education system potential in this process (Averina, 2016; 2019).

The **purpose of research** is to theoretically and methodologically analyze the interdisciplinary methods in order to study the changes of value-motivational factors of social activity development in future sociology specialists. Also, our aim is to empirically reveal the connection of values with extracurricular activity of students, their involvement in civil society organizations, as well as with students' ideas of the actual and desired interaction between them and the authorities of the educational institution in relation to extracurricular activities.

The **main objectives** of the empirical part of the research were to determine:

1. The features of the value structure for future sociology specialists.
2. The influence of values on extracurricular activities of students.
3. The relationship between students' values and motivation to be involved in extracurricular activities.
4. The influence of values on students' ideas of the actual and desired interaction between them and the authorities of the educational institution in relation to extracurricular activities.
5. The influence of values on students' involvement in the activities of civil society organizations, in particular in political activities.

The **general hypothesis of the research** is that the values are significantly related to extracurricular activities of students, their involvement in civil society organizations, as well as to students' ideas of the actual and desired interaction between them and the authorities of the educational institution in relation to extracurricular activities.

Conceptualization of research. It should be noted that “social” and “professional” are combined in the personality of a specialist. At the same time, at early stage of professionalization it is characteristic of future specialists to aim for integration through values as a certain form of integrity. The activity within so various forms of inner and outer integrity makes them unite through the activity results, instructions, and differences.

The means of integration are group norms, new integration properties that enrich the internal environment of the group and its members, and the lack of which often makes the integration of diverse and heterogeneous components impossible (Averina, 2016).

The analysis of research on the structural and functional components of future specialists' social competence at the personality level allows us to name the following components among the most widespread ones:

- social orientation of reflection, the ability to predict social results of personal behavior and activity (the consequences of personal actions);
- prosocial motivation of activity; special knowledge, abilities, skills (other regulators) that ensure productive inclusion in the environment;
- the ability to stand up to the pressure of the environment, to solve problems independently;
- awareness of behavioural motives, actions; reasoned independence of the individual, his/her ability to resist various risks and threats to personal development;
- the expression of prosocial motivation and initiative through the positive communication.

The results of the analysis of scientific and methodological sources on the studied category of social competence give grounds to claim that the key concepts for its definition are "ability", "capability", "readiness", and such signs as successful interaction, the solution of problem situations in the course of interpersonal collisions, performance of social roles, the development of the specialists' social activity.

This approach to the object of study, creates an opportunity to structure a number of previous studies done by a wide range of foreign and domestic researchers. The research methodology of the process of the individual socialization in the development of specialists' social activity is characterized by a different level of prosociality direction and development of consciousness, public interests, methods and means of their implementation. In line with our work, it is advisable to apply the model of research of the basic parameters of social competence (Hlebova, 2018). The model is based on the definition of "socially competent behavior" proposed by Kanning (2002) as "the behavior of a person who does his/her contribution to a specific situation so that to achieve his/her own goals, while maintaining the social acceptability of individual behavior". All these are aimed to identify significant components of the social activity structure in future sociology specialists through the following procedures:

a) identification of representative signs which point to the need for prosociality in civic, labour, socio-cultural, daily spheres of life of future sociometry specialists (social competence of identity) through the markers. These markers direct public consciousness of the professional group at realization of common interests, which are changed dynamically in the course of human interaction. The markers of intrapersonal characteristics of the individual are realized in interpersonal relations as indicators that show the level of relationship between people and sustainable development of a certain professional group;

b) identification of representative features of social orientation and type of activity of future sociometry specialists by determining a set of socially demanded properties of individuals representing certain social interests in achieving a certain level of meaningful relations and factors of a specific social and value-based psychological position in the socially significant activities of future sociometry specialists;

c) identification of representative signs of productive (successful) manifestations of socially significant activity of future sociometry specialists in educational and extra-curricular activities (social competence of presentation) at the levels of activity of the agents of group communication (interaction) and self-realization of the individual in certain social and value-based attitudes towards productive interaction (confirmation of social activity as the social competence that was realized).

Thus, we can state that the classical approaches which are used to study the interdependence of socialization components in future specialists due to the modifications of educational factors are given in the works by Cattell (1971), Gerasymova et al. (2019), Hudson (2013), Kanning (2002), Kingsley and Romine (2014), Maksymchuk et al. (2020), McClelland (1973), Melnyk et al. (2019), Nerubasska & Maksymchuk (2020) Onishchuk et al. (2020), Raven (1984), Schwartz et al.(2012), Sheremet et al. (2019). Today, these approaches are considerably enriched by new interdisciplinary research that stresses on a wider use of information and technological control within the social and information field of socialization processes which is characterized by mutual influence, interaction, a dialogue of values or their confrontation.

The social activity of future sociometry specialists is value-mediated. Values are beliefs that are inextricably linked with emotions. When activated, values evoke certain feelings. Values are aimed at desired goals. In turn, goals motivate people to act. Values serve as standards that guide the choice and evaluation of actions, events, and people. They are the basis for self-esteem; they occupy a central place in the self-concept of personality. Values

form a stable hierarchical structure. The relative importance of a certain set of values for the individual determines his/her attitudes and choice in favour of any action. According to Schwartz & Bilsky (1987), individual values express a kind of motivation which, in its turn, is determined by the universal human needs: biological needs, the need of social interaction and survival of groups.

2. Materials & methods

Factual material was collected as part of socio-pedagogical research on social activity (610 respondents (students) from four universities). All the respondents provided their written consent to participate in the research; the very fact of its organization was agreed with the ethics committees of each university.

To reveal the influence of values on the structural and functional characteristics of future sociometry specialists' social activity, we conducted a study of value-motivational factors of this activity by the method of written survey (questionnaire).

The values of students who are studying to receive sociometric professions were diagnosed with a shortened version of the "Revised Portrait Value Questionnaire" (Schwartz & Bilsky, 1987). Each value was represented by the most important point of the corresponding value scale in terms of construct validity. To the above-mentioned list of values we added the authors' value of "social activity" which means "to be engaged in socially useful affairs together with other people". Respondents answered the question: "How much are you and the person from the given description alike/different? Give your own assessment to each statement" using a 6-point scale of answers, from "1" - absolutely different, to "6" - very much alike.

The actual participation/non-participation in types of extracurricular social activity in the educational institution, nature of participation (voluntary or forced), intentions regarding future participation were studied using a list of the most common types of extracurricular activities among student youth using a nominative scale of participation. The variable content of the scale is: 1 - I did not participate and I do not want to participate; 2 - I participated, but I was forced; 3 - I did not participate, but I want to try; 4 - I do it because I want to, voluntarily.

The motives for participation/non-participation in extracurricular social activities in the educational institution were measured using the appropriate lists of motives and the following order-interval scales: a) "How important are the motives for you to participate in activities in which you have voluntarily participated or intend to participate?" where "1" means

“Not important at all” and “5” means “Very important”; b) “How important are the motives for you not to participate in activities in which you did not participate or were forced to participate?” where “1” means “Not important at all” and “5” means “Very important”.

To determine the nature of the interaction between the authorities of the institution and students regarding extracurricular activities, respondents were asked to consider different options for interaction between the authorities of the institution (teachers) and students (youth) regarding extracurricular activities, and choose one of the following options. In general, all the above describes the nature of this interaction in their educational institution and, separately, a variant of the desired state of interaction between students and teachers.

The actual participation/non-participation of students in the activities of civil society organizations, and the intentions for future participation was investigated using a register of the most common types of participation in civil society organizations among young people using a nominative scale of participation. The variable content of the scale is: 1 - No, I did not participate; 2 - I have not participated yet, but I would like to try; 3 - I did it.

The actual participation/non-participation of students in such social activities as political activity, and the intentions for future participation were investigated using a list of common types of their political positions while using a nominative scale of participation. The variable content of the scale is: 1 - No, I did not participate; 2 - I have not participated yet, but would like to try; 3 - I did it.

Participants of research. 610 students from four Ukrainian higher education institutions took part in the socio-pedagogical research on social activity. They were students of Bohdan Khmelnytsky Melitopol State Pedagogical University (13.7% students), Ternopil Volodymyr Hnatiuk National Pedagogical University (43.5%), Borys Grinchenko Kyiv University (13.5%), Chernihiv National Technological University (29.2%). All of the respondents are getting socionomic professions: 26.1% of students are studying in specialty “Social work”, 29.9% – in specialty “Psychology” or “Practical psychology”, 14.3% – in specialty “Elementary education”, 11.5% – in specialty “Marketing”, 6.5% – in specialty “Preschool education”, 3.5% – in specialty “Management”, 3.3% – in specialty “Social pedagogy”. The rest of respondents are studying in such specialties as “Economics”, “Hotel and restaurant business”, “Journalism”.

The majority of respondents were female students (80.9%). The average age is 19.3 ± 1.5 years, of which: 17-18 years (29.5%), 19-20 years

(50.9%), over 21 years (19.6%), students in Year 1 (22.2%), Year 2 (28.0%), Year 3 (31.5%), Year 4 (8.9%) and Master's students (9.3%). 89% are single, 11% are married (either in official or common-law marriage), and 2.6% have children. The majority of students, according to their testimonies, had the average grade of "excellent" (45.6%) and "good" (39.1%) during the last academic year.

The standard error for general data does not exceed 4% at a 95% confidence interval.

3. Results

The results of the study of students' values show (see Fig. 1) that the priorities for student youth are such values as Universalism – tolerance ("to accept and understand those who are different from oneself", "to be tolerant"), Hedonism ("to have fun, to enjoy oneself"), Benevolence – dependability ("being a reliable and trustworthy member of the group"), Self-direction – action ("to make your own decisions, to be independent and free"), Security – personal ("to avoid illnesses and take care of your own health and safety") and Benevolence – caring ("to take care of people, to help them, to be fair").

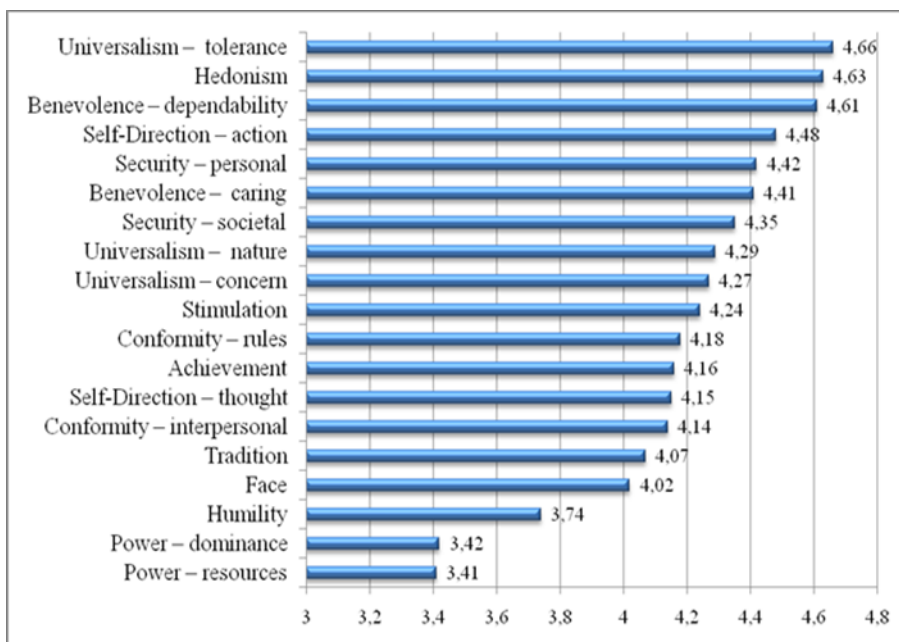


Figure 1. Rating (M) of students' individual values

The least significant values are *Tradition* (“maintaining and preserving cultural, family, or religious traditions”), *Face* (“security and power through maintaining one’s public image and avoiding humiliation”), *Humility* (“to be modest, to avoid public attention and praise”), *Power – dominance* (“to make people do what you want, to be an influential person”) and *Power – resources* (“to be wealthy, to feel the power that money can give”).

Among the priority value orientations of students (meaningful embodiments of values) there are such ones: to be loyal to a partner (for 81% of respondents it is “very important”) and to be loyal to friends (77.2%), to have a successful career (64.8%), to graduate from university (62.5%), to look good (50.5%). The least important for students there is the acquisition of wealth (for 32.6% it is “very important” and for 34.8% it is “important”), participation in civic activities, initiatives, projects (for 19.6% it is “very important” and for 21.2% it is “important”) and the implementation of political activity (for 18.6% it is “very important” and for 20.4% it is “important”).

According to the results of the correlation analysis between the students’ values and value orientations we found numerous and various interconnections that are mostly positive. The indicators of such value orientations as “To take part in civic activities, initiatives, projects” and “To be politically active”, which are closely interrelated, can have reliable and statistically significant correlation only with the indicator of the value Power. For the indicator of the value orientation “To take part in civic activities, initiatives, projects” we revealed a tendency towards the statistically significant connection with such values as Stimulation, Tradition, Universalism. According to the full list of values, a more detailed analysis for the two mentioned value orientations allows us to say that their connection with the value Power is explained to a greater degree by the value Power – dominance than by the value Power – resources, and those value orientations are negatively and significantly connected with the value Security – personal. Besides, the value orientation “To be politically active” correlates positively with values Reputation and Humility, and the value orientation “To take part in civic activities, initiatives, projects” correlates positively with the value Universalism – nature.

Among the value orientations, the values Achievement (85%), Power (77%), Universalism, Benevolence, Security (69% each) take the most part, and the values Hedonism (31%), Stimulation (46%) and Self-direction (54%) take the least part.

The analysis of the impact of values on students’ extracurricular activities revealed that values have a multifaceted effect on students’ participation in

various types of extracurricular activities. Most of all, they influence the participation in academic mobility, and least of all, they influence the participation in sports competitions.

The students who are actively engaged in extracurricular activities demonstrate high indicators of the value *Social activity* (“to be engaged in socially useful affairs together with other people”) and the value *Self-direction – thought* (“to think creatively, to develop own ideas, abilities”). Compared with the students who have a low level of extracurricular activities, those students demonstrate better median indicators of the value *Power – dominance* (“to make people do what you want, to be an influential person”) and better, compared with the medium level, indicators of the value *Hedonism* (“to have fun, to enjoy oneself”), as well as the indicator of the second-order value *Openness to change* which includes the values *Self-direction* and *Stimulation*, and also a lower level, compared with the medium one, of the value *Conformity – interpersonal* (“do not irritate anyone, do no harm to anyone, be tactful to people”).

The multiple regression equation is as follows: Extracurricular activity (composite) = 6,576 +1,469 (Social activity) + 0,507 (Power – dominance) – 0,630 (Security – personal) – 0,411 (Humility).

The more important is the students’ desire to engage in community activities with others, or the desire to be an influential person, and the less important is to avoid illness and care for their health and security, or to avoid public attention and praise, the more likely they will participate in extracurricular activities.

A similar analysis done of the groups of students who were chosen by academic characteristics showed that other values may involve students’ participation in extracurricular activity. However, for all the groups of students (except those who are studying for a master’s degree), the value *Social Activity* is the key one and makes the greatest contribution to the composite extracurricular activity.

The indicators of the impact of values on students’ perceptions of the existing and desired interaction between them and the administration of the educational institution in relation to extracurricular activities show the limited scale of this impact. Such values as *Self-direction – thought* (“to think creatively, to develop own ideas, abilities”), *Hedonism* (“to have fun, to enjoy oneself”), *Security – personal* (“to avoid illnesses, to take care of your own health and safety”), *Conformity – rules* (“to comply with laws, rules, regulations, obligations”), *Universalism – nature* (“to take care of nature”), and *Social Activity* (“to be engaged in socially useful affairs together with other people”) influence the students’ identification of the interaction between them and teachers (administration).

Students who *prefer* such options for interaction in relation to extracurricular activities as “Equal Partnership” and “Junior Partnership” demonstrate higher indicators of such values as *Self-direction – thought*, *Hedonism*, *Security – personal*, *Universalism – nature*, *Social activity* compared to those who choose such method of interaction as “Object of management”. The proponents of “Equal Partnership” have higher indicators of such values as *Self-direction – thought* and *Conformity – rules* compared to the proponents of “Junior Partnership”. As we can see, the supporters of “Equal Partnership” and “Junior Partnership” are more alike than different in terms of values. This similarity is also true for Schwartz’s & Bilsky’s (1987) basic list of values.

Students who pursue such options for interaction in relation to extracurricular activities as “Equal Partnership” and “Junior Partnership” demonstrate higher indicators of such values as *Self-direction*, *Hedonism*, *Universalism*, and the highest-level value *Openness to change* compared to those who choose the way of interaction called “Object of management”.

It was found that there are many, statistically significant, and, as a rule, positive correlations between *students’ values and motivation to participate in extracurricular activities*. However, the economic motive of participation in extracurricular activities (scholarships) is the only one that demonstrates significantly negative correlation with most values (*Self-direction*, *Security*, *Benevolence*, *Hedonism*, *Self-transcendence*, and *Openness to Change*).

The value *Benevolence* has the most diverse, negative and statistically significant connection with the motives of avoiding extracurricular activities. To a greater extent it is connected with the motives of *Administrative inhibition*, *Economic disinterest* (“I do not receive a scholarship, so I do not need anything”), *Formalism* (“The vast majority of activities in HEI are held formally”) and *Lack of abilities* (“I do not have high abilities in science, sports, creativity”). The more important for students is the value *Benevolence*, the less significant are the given motives and vice versa.

In general, the correlation analysis shows that the motives for not participating in extracurricular activities are less, and mostly negatively, related to values compared to the motives for participating in extracurricular activities.

Analysis of *the impact of values on students’ participation in the activities of civil society organizations* allows us to state: the more important for students are the values *Social activity* (“to be engaged in socially useful affairs together with other people”), *Power – dominance* (“to make people do what you want, to be an influential person”), *Self-direction – thought* (“to think creatively, to develop own ideas, abilities”), *Universalism – tolerance* (“to accept other people who are

different from oneself, to be tolerant”), the higher is the level of students’ participation in the activity of civil society organizations. As for the values *Security* and *Benevolence – dependability* (“to be reliable and deserve other people’s trust”), if we observe a high level of students’ participation in the activity of civil society organizations, the manifestation of these values is lower than the average level of participation.

The influence of values on participation in political activity is slightly different. The more important for students are the values *Power – dominance*, *Power – resources*, *Social activity*, *Self-direction – thought*, *Face*, the higher is the level of students’ participation in political activity. As for the value *Benevolence – dependability*, if we observe a high level of students’ participation in political activity, the degree of manifestation of these values is lower than the average level of participation.

4. Discussions

The considered models of scientific support for the specialists’ social activity development in the course of training and extracurricular activity allow us to state that the principle of development subjectivity is a basis of the person’s active involvement in socially oriented activity of professional community. The dominance of the intersubjective nature of the participants’ interaction in the process of activity development at the stage of training involves the actualization of scientific tools for diagnostics and assessment of the subjective level of development of the future sociology specialists.

An empirical analysis of the impact of values on students’ involvement in civil society organizations confirms the importance of adhering to the principles of internalization and exteriorization of the system of professional and ethical norms and values of the future sociology specialist. These principles determine active personality behavior in the social environment in the course of a specifically organized activity, such as the assimilation of the system of professional and ethical norms by future specialists in the process of their social role actualization both on the internal (due to the development of personal self-consciousness) and external (through the involvement in social environment) levels.

The qualitative and quantitative control of the process allows us to record the current and final results which demonstrate mastering and applying the principle of design, construction of social roles by the future sociology specialists (determination of the individual content of social development in the process of dialogical interaction with the social environment; reflections on the social aspects of their own activities in the learning process in order to establish, verify and use the identified social connections).

Thus, the novelty of the research is to establish statistically significant positive correlations (mediation) between students' values and motivation for social activity and future sociology specialists' involvement in a specific social activity defined by such a marker as "to engage in socially useful activities with other people".

The theoretical significance lies in the expansion of methodological approaches to the study of social activity, which are based on a number of concepts of socio-humanitarian science, as well as on the theoretical (socio-cultural) understanding of the interaction between the actors of the educational process. Also, it is based on the identification of representative signs of the need for prosociality, identification of markers of prosocial orientation in future sociology specialists.

The practical significance lies in clarifying the characteristics of the study by qualitative analysis of social factors and identifying relevant patterns of students' involvement in socially significant activities in connection with changes in value-motivational aspects at different stages of social activity at higher education institutions.

5. Conclusions

The multiplicity of contradictory socio-cultural factors and situations characteristic for the system of future sociology specialists' training at HEIs at the present stage of development of the domestic higher education system gives grounds to characterize it as a direction of pedagogical thought towards specificity, justification of methodological tools to study principles and laws of socialization mechanisms that characterize the development of a future sociology specialists' personality, particularly their social activity.

Since the mechanism of adaptation to the new socio-cultural reality by socially active personality includes both the potential of his/her self-development and the potential for harmonization of relations between social actors, those value changes, which occur in the development of social activity in future sociology specialists and which are primarily associated with changes in motivational aspects at different levels of generalization and complexity, include such constructs as values, goals, and behavior plans. All of them require clarification of research characteristics through qualitative analysis of social factors and identification of relevant patterns of students' involvement in socially significant activities.

Hence, the necessity arises to consider the predictability and acceptability of social activity of future sociology specialists as a socially competent behavior that develops through a positive semantic perception of prosocial motives and actions.

The use of the latest educational technologies, especially active teaching methods, allows us to create conditions for translating the knowledge gained in the process of professional training into the activity form and increase students' motivation to master social competences for the sake of society while maintaining harmony between their needs and the requirements of the professional community.

It is obvious that a necessary condition for social activity is the ability of the future specialists to reflect on the social factors of their own professional development. Hence, we ought to carefully choose the methods and means that could help develop those qualities of the future sociology specialists which would be harmoniously combined with the interests of the group, professional community and civic society in general.

According to the above concepts and research results regarding the influence of values and value orientations on the state of social activity of a future sociology specialist in the course of university training, the implementation of the mechanism of social activity development at the present stage requires the development of integral pedagogical support programs.

Research limitations. The authors of the article have analyzed the problem in question only within a particular region (Ukraine), which has its own characteristics and fails to reflect all the changing trends in axiological factors of socionomic professions. Besides, the postmodern aspect was considered only as background; the sample was limited by age and social status of the respondents. Furthermore, it is crucial to conduct additional and broader research to fully reveal the factors in social activity of future specialists in socionomic professions.

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