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RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VII Número: Edición Especial Artículo no.:6 Período: Octubre, 2019.

TÍTULO: Acompañamiento pedagógico de las actividades de voluntariado estudiantil como esfera de autorrealización social.

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RESUMEN: El propósito del estudio fue proporcionar apoyo pedagógico para las actividades voluntarias de los estudiantes como una experiencia de su autorrealización positiva con base en el principio de complementariedad de la organización de esta actividad con los problemas reales de la sociedad. Bajo un enfoque sistemático, los autores desarrollaron un modelo de acompañamiento pedagógico del voluntariado estudiantil, que involucra tres áreas de actividad: crear un ambiente social favorable para el voluntariado; construyendo actividades socialmente significativas, y la formación de estudiantes como voluntarios competentes. Se aplicó el método del proyecto con la planificación e implementación de iniciativas de voluntariado estudiantil en formas y programas específicos de actividades socialmente útiles. Se concluye que el acompañamiento pedagógico del voluntariado tiene

un efecto positivo en el desarrollo de las cualidades prosociales de los estudiantes y aumenta la adecuación de su actitud hacia ellos mismos.

PALABRAS CLAVES: actividad de voluntariado, juventud estudiantil, principio de complementariedad, modelo de acompañamiento pedagógico, método de proyecto.

TITLE: Pedagogical support of student volunteer activities as a sphere of social self-realization.

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ABSTRACT: The study aimed to provide pedagogical support of students' volunteering activities as an experience of their positive self-realization. The work is based on the principle of complementarity of volunteering arranging to current problems of society. Using the system approach, the authors developed a model of pedagogical accompanying of students' volunteering. It implies three areas of activities: creating a favorable social environment for volunteerism, building socially beneficial activities, and training students as competent volunteers. The project method was applied; it included planning and carrying out the students' volunteer initiatives in concrete forms and programs of socially beneficial activities. It is concluded that the pedagogical accompanying volunteering has a positive impact on developing of students' prosocial qualities and the adequacy of their self-attitude.

KEY WORDS: volunteering activities, student youth, principle of complementarity, model of pedagogical accompanying, project method.

INTRODUCTION.

The modern practice of educating the young generation needs effective and attractive socialization forms. The crisis of social institutions and traditional values has led to an increase in consumer, selfish, mercantile attitudes, especially among young people (Ilyin, 2007; Gnevasheva, 2008; Gorshkov & Sheregi, 2010).

Under the conditions of deep transformation of the cultural and moral foundations of the society, the educational system is faced with new unprecedented challenges (Hendricks & Powell, 2009; Ilinskiy, 2018; Shutenko, 2018). These imply dehumanization of relations, derationalization of consciousness, destruction of work ethic and moral standards of community life, growth of apathy and heartlessness, previously an unthinkable level of estrangement and atomization of the society (Bauman, 2001; Bell & Inozemtsev, 2007; Tarr & White, 2018).

Under these circumstances, modern youths painfully search for their own ways and means of self-realization that meet their current age and existential problems (Zubok, 2007; Shutenko A. & Shutenko E., 2013). In this regard, the task of both the society and the educational system is to assist the young generation in occupying a worthy social niche, to provide it with productive life samples of worldview and behaviour in the emerging society of mass consumption and estrangement (Sandlin, 2004; McGregor, 2011).

One of the healing forms and practices of social education is *volunteering activities*. Voluntary gratuitous work for the benefit of the society has always been considered a natural, organic, disinterested form of manifestation of civic duty, as an effective practice of socialization (Ockenden, 2008). Volunteering helps young people to show the best spiritual and moral qualities of their personality, and get the share of social approval and recognition that a young person needs

so much for his positive self-awareness and self-realization as a full-fledged social individual (Marta & Pozzi, 2008; Brewis et al., 2010).

Appealing to the traditions, theory and practice of volunteering showed its universal nature in terms of the possibilities of getting various social and age groups involved, as well as encompassing problematic societal issues (Dekker & Halman, 2003). Volunteer initiatives may center around almost any field of human activities including work with the disadvantaged groups (the disabled, elderly people, outcasts), collaboration in the frame of unformalistic education which is intended to promote intercultural communication, peace-keeping, conflict resolution, environmental protection, mobilization of the population, etc. (Rochester et al., 2010; Wilson, 2000). Volunteers partake in constant ongoing processes of political and social changes (Donahue & Russell, 2009). Volunteering is considered the most effective method of the practical unformalistic education in the so-called third sector (the sector of nonprofit non-governmental structures) (Weston et al., 2013).

Along with that, in the practice of educational work with young people, volunteering has not become widespread yet. As a rule, it is of local, short-term, spontaneous character, and is often based on borrowed foreign projects that do not always meet the Russian mentality, lifestyle and upbringing (Kudrinskaya, 2006). It is frequently observed that the very experience of volunteer initiatives is poorly replicated due to their strong dependence on local conditions and specifics, leaders' ambitions and the engagement of youth associations set up from above.

The emerging centres for volunteering are still scattered, as well as poorly integrated into the single social space of the youth's life. The reason for this is the fact that volunteering does not find the proper public resonance, does not get its due attention, social and pedagogical assistance and recognition (Nosova, 2012). On the whole, a slurred societal demand for volunteerism is caused by not-too-high culture of social participation at both personal and public levels of consciousness. Meanwhile, the

volunteering experience itself may serve as a guide and a key factor in the development of such a culture in the youth environment.

The analysis of the practice and experience of the scientific development of volunteerism in the context of student socialization reveals a number of the following contradictions:

- Between the students' natural desire to occupy a socially active, leading position and the lack of attractive, socially significant offers and forms of implementing this position in society.
- Between the personal and informal manifestation nature of voluntary activities and the formal, opportunistic approaches of introducing modern youth to these activities.
- Between the need for social and pedagogical participation, support for youth volunteer initiatives and the unresponsive bureaucratic attitude on the part of the authorities and educational institutions towards the youth policy.
- Between the universally socializing nature of volunteerism and the narrowly empirical, optional status of its scientific and pedagogical reflection that comes down to the particular tasks of forming individual traits and qualities of a personality.

DEVELOPMENT.

Purpose and organization of research.

Our experimental work was aimed to arrange pedagogical accompanying of the students' volunteering activities. The task was to realize the pedagogical functions of volunteerism, as well as to ensure the work of its *socializing mechanism* on a personal level. This mechanism is triggered by the socially positive effect of the manifestation of the students' personal qualities in a situation of independent initiative actions (Shutenko et al., 2019).

Within the framework of the Federal Information Centre for Youth Social Programs, we have worked out and implemented *a model of pedagogical accompanying* in student volunteering associations. The

model was meant to promote support and participation on the side of the teaching staff and social workers in the provision and implementation of volunteering activities.

The arrangement of the pedagogical accompanying was not supposed to control and guide the students' activities, but to contribute to them. As part of the accompanying, our activities involved developing recommendations, suggestions, monitoring, instructions, consultation and training sessions, as well as providing social and pedagogical support for volunteer initiatives. In total, 130 volunteering arts students from the three Russian universities, i.e. Murmansk Arctic State University, Belgorod State Technological University named after V.G. Shukhov and Belgorod National Research University, were involved in an experiment on pedagogical accompanying.

Methodology and methods.

The methodology of the experimental work was based on the system approach (Berger & Brunswic, 1981), within the scope of which the field of pedagogical accompanying of volunteering was meant to include three of its main components: 1) space; 2) content; and 3) participants involved in the activities. Accordingly, in practical terms, this approach implied the combination and deployment of the three areas of the activities given below:

- 1) Creating a favorable social environment for volunteering.
- 2) Building socially beneficial activities.
- 3) Training students as competent volunteers.

The research work was grounded on the basis of the modeling method (Stewart et al., 2005). It implied the holistic design of the work and the functioning of the process of the accompanying, reproducing its core components and directions, forms and methods, principles and implementation mechanisms. The key pedagogical mechanism of the accompanying was the moment of combining the youth's voluntary initiatives with the experience of their active work as subjects of socially beneficial activities.

Concerning the organizational-practical basis, in our research work we relied on the project method (Kilpatrick, 1918) which allowed the students to implement their volunteer initiatives in specific forms and programs of socially beneficial activities.

Socio-psychological monitoring of students was carried out using the following test methods: test-questionnaire "Emotional orientation" (Dodonov, 2002); Leary's test "The Interpersonal Diagnosis of Personality" (Leary, 1957); research method of self-attitude (Pantilejev, 1993).

Results and discussion.

The principle of complementarity was used as a leading imperative for our works on pedagogical accompanying. It means that volunteering should meet the aspirations, values, competencies of its participants, on the one hand, and the urgent wants and needs of its recipients, on the other hand. This principle corresponds to the idea of the incentive (supportive) socialization aimed at students' self-realization. It permeates all forms and types of pedagogical accompanying, and is intended to ensure rapport, trust and mutual attraction of society, volunteerism and personality.

In this regard, the principle of complementarity occupies an initial central position in the model of pedagogical accompanying student volunteering developed in our study (see Figure 1).

Model of pedagogical accompanying of student volunteering activities.

In the specified model, we sought to reproduce pedagogical accompanying as a focused process that is aimed at developing students' social competencies, enhancing their personal growth, interpersonal communication and self-determination. The main substantive condition for pedagogical accompanying was the transfer of volunteer activities to the category of socially beneficial, being of high social importance (Shutenko et al., 2019). As already pointed out above, in this model the three interlinked areas of the pedagogical accompanying were combined. We briefly consider each of them below (see Figure 1).

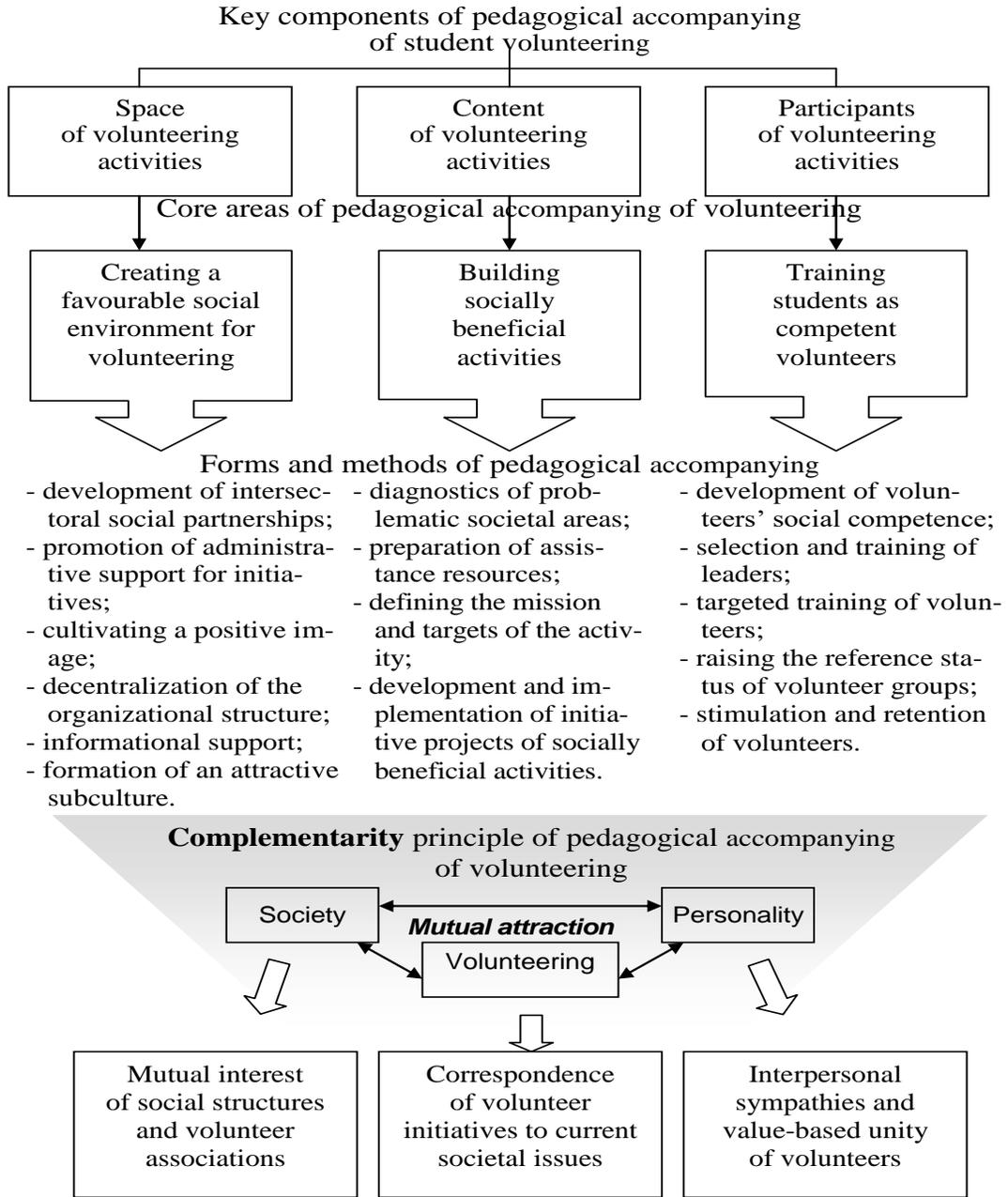


Figure 1. Model of pedagogical accompanying of youth volunteering.

1. Creating a favorable social environment for student volunteering.

Understanding and assistance on the part of the administrative and official public structures, as well as information support, propaganda and cultivation of volunteering ideas in the youth environment, the formation of a fashion for volunteerism, etc. are of decisive importance for the implementation of this direction (Doroshenko et al., 2016; Shutenko et al., 2019).

The complementarity principle in this area of activity means the presence of mutual interest in social structures and student voluntary associations, their need for each other. Our efforts to ensure the student voluntary activities were exactly focused on solving this problem.

Taking this into consideration, we established channels of direct participation and communication of the local authorities with the volunteer groups, provided wide coverage and popularization of the volunteer activities in the media, Internet and local press, nominated the best students for promotion on behalf of the official organizations. Therefore, we sought to achieve a favorable climate for volunteering both in the social environment and in the student community.

The development of a unique and attractive subculture of educated student groups of volunteers (the formation of original traditions, attributes and symbols, rituals, folklore, etc.) also had a positive effect. Establishing an attractive subculture among volunteers largely contributes to the retention of the youth in this area of activity, strengthens informal friendships and relationships, and helps to social identity of students who connect their self with the image of an active, self-motivated, socially positive person.

Within the volunteer groups, developing a favorable environment was ensured by increasing the flexibility and decentralization of the organizational structure of the voluntary student associations themselves, by building horizontal connections and communications in their inner life. Such work allows avoiding bureaucratization, formalism, careerism and hollowing out the very idea and spirit of volunteering in working with the youth. And in this regard, one of the tasks of pedagogical accompanying in the logic of the incentive model of socialization was the task of bringing administrative bodies closer to the volunteers themselves, in order to make them themselves active leaders and organizers of their activities. Thus, we sought to develop open collective management forms, team forms and traditions in the preparation and implementation of voluntary initiatives.

2. Building socially beneficial activities.

This area of activity was central in the experimental work on pedagogical accompanying and of high social significance. At the same time, we saw the key task in changing the very principle of building the structure of volunteering activities, i.e. from short-term and episodic actions to the development and implementation of long initiative projects with a social focus.

In pedagogical terms, the project method is a personality-oriented technology of education woven into the fabric of collective work, which organically meets the principle and spirit of volunteering, its motivating basis in the process of socialization (Kilpatrick, 1918).

The project technology of volunteering allows the teacher and social worker to find the most appropriate and pedagogically correct position in working with students, to overcome the authoritarian, dominant, instructive and controlling role. The student participating in the project becomes the real subject of the activity. Besides, he himself selects the information needed, determines its necessity based on the design of the project, picks out the methods, tools, resources, ways and means of work. The teacher becomes a partner and can only help him in this. When working on a volunteer project, a social educator performs the following functions:

- Helps participants in finding sources, means and resources in the work on the project.
- He (she) himself (herself) is a source of information.
- Coordinates the whole process.
- Supports and encourages participants.
- Maintains continuous feedback to help participants progress on the project.

The volunteer projects of the students used in the work were both medium-term and long-term in nature, and were divided into: labour, social and domestic, informational, environmental, economic, civil and national, health-improving, historical and regional studies, social and legal, leisure and cultural, etc.

As the results of the analysis of the volunteers' reviews showed, a special moral effect on them was played by their participation in humanitarian projects to help socially disadvantaged groups of citizens (handicapped children, the disabled people, the sick and the elderly, veterans, orphans, etc.). The work within the framework of these projects consisted of the following activities:

- Delivery of food, humanitarian aid, literature from the library.
- Payment for utility services.
- Purchase and delivery of drugs.
- Subscription to newspapers and magazines.
- Writing letters; organization of services.
- Photographer's studio at home, clothing repair shop, home hairdresser.
- Preparation and delivery of holiday packages.
- Patronage.
- Moral and material incentives.
- Cooking and food catering in the shelter.
- Collecting clothes among neighbours and transferring them to a local shelter.
- Collection of personal hygiene kits for homeless people.
- Repair of a local shelter for the homeless.
- Equipment of ramps in the entrances and schools.
- Treatment of an allotment garden.
- Training on the use of computers and the Internet for the disabled people.
- Fundraising for the establishment of new playgrounds in parks and courtyards to provide coverage of dark streets and passages.
- Production of inscriptions according to the Braille method, or a book with a larger font for the weak-eyed children.

– Collecting toys for sick children, etc.

3. Training students as competent volunteers.

As part of the work in this area of pedagogical accompanying, we paid great attention to the formation of *social competence* of the students as potential volunteers. We considered this competency as a system-forming, integral personality education, which allows them to occupy and realize an active social and civic position, to realize ourselves in communication and social interaction. This personal quality includes the following components:

- Competence of citizenship (knowledge of laws and norms of social community life, active citizenship).
- Competence of cooperation and interaction.
- General cultural competence (knowledge of national and universal culture, spiritual and moral life foundations).
- Communicative competence (the ability to communicate, understand people, create an atmosphere of trust, show sensitivity, tolerance).

The work on the development of the students' social competence pursued the following goal, i.e. the formation of a culture of communication, social maturity and civic activities of the students involved in volunteer work (Weston et al., 2013).

In terms of didactics, this area of activity was provided by the students' training within the scope of Psychological and Pedagogical, Legal and Social disciplines, additional disciplines and the electives: Social Psychology, Conflict Resolution Studies, the basics of Business Communication, Civil Law, Business Negotiations, Rhetoric, Business Etiquette, the basics of Imageology, etc.

In the preparation of volunteer groups, we paid special attention to the selection and promotion of leaders from the student community. Their organizational, business, intellectual, emotional and moral qualities are largely the key to success in the development and implementation of initiative

projects, in attracting other students. When preparing leaders, it is important to develop a democratic style, their ability to lead by force of persuasion, example and competence. In this case, the initial basis for the nomination of a leader should be a criterion for the correspondence of personal aspirations and mission values to tasks of the socially beneficial activities.

To ensure the effectiveness and duration of the work of volunteering groups, a high level of reference of these groups and the presence of psychological compatibility of the participants are needed. To this end, we sought to attract and interest students with high sociometric status in our study groups, to take into account personal sympathies and disposition towards each other.

In general, the organization of pedagogical accompanying of the student volunteering activities in the logic and mode of motivational socialization has shown its integrity and adequacy to the logic and purpose of the volunteer activity itself.

Socio-psychological monitoring of students' personal qualities.

The analysis of the effectiveness of the experimental work was undertaken through the *sociological and psychological monitoring*. The corresponding measurements were carried out in *the control and experimental groups*. The control group consisted of the students situationally included in volunteering activities. The experimental group was presented by the students involved in volunteer activities in the mode of pedagogical accompanying.

For targeted tracking of the forming effect of the conducted experimental work, we identified the *criteria* for assessing the personality and his development, which make it possible to judge the degree of success of his socialization (see Table 1).

Table 1. Scheme for identifying socialization criteria as part of the control and diagnostic procedures for the experiment effectiveness evaluation.

Reflection spheres of socialization experience	Socialization Criteria
Sphere of social adaptation	Successful integration into society
Need-emotional sphere	Prosocial nature of motives
Sphere of interpersonal dealings	Benevolence of relationships
Sphere of self-consciousness	Positive self-relation

In the framework of the first (sociological) monitoring, such an indicator of socialization as *the level of integration* into the society was revealed. For this purpose, the feedback was provided on the employment of graduates (former students) during the first year after training. A comparative analysis of the employment data is presented in Table 2.

Table 2. Student employment data for the first year after graduation.

Students' groups	Found employment, as %		Failed to get employed, as %
	in profession	out of profession	
Control group	56	23	21
Experimental group	72	11	17

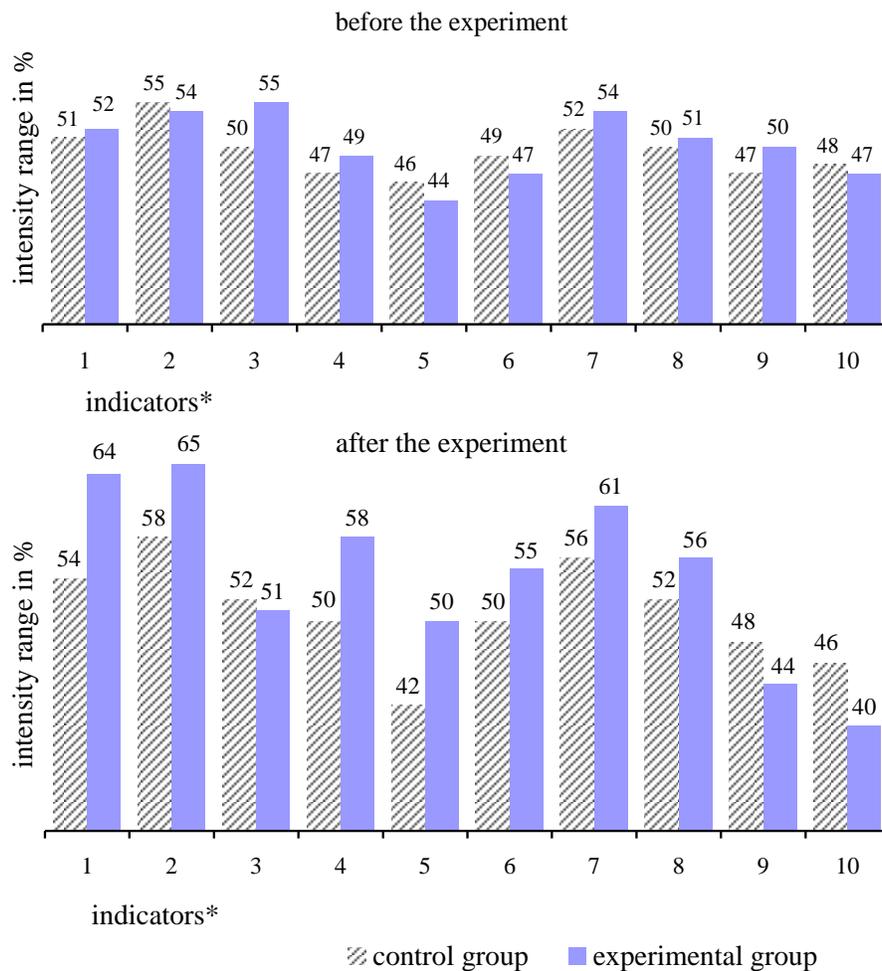
As the data showed, with respect to the total number of people employed, the difference in the control and experimental groups is minimal (4%), while the number of those who work in their specialty is noticeably higher in the experimental group (16%). If we take into account the fact that we are analysing students of arts and social majors, we can conclude that intensive volunteer work positively affected their professional development as sought-after specialists. Therefore, the long-term students' participation in volunteerism contributed to their more successful integration into the society.

The measurements carried out within the framework of the second (psychological) monitoring revealed the dynamics of changes in the three personality areas of the students during the formative stage of the experiment: 1) need-emotional sphere; 2) sphere of interpersonal relationships; 3)

spheres of self-relationship. To monitor the first component, we applied B.I. Dodonov’s test-questionary “Emotional orientation” (Dodonov, 2002), to study the second one – Leary's test "The Interpersonal Diagnosis of Personality" (Leary, 1957), the third section was done on the basis of the of research method of self-attitude suggested by S.R. Pantileev (Pantileyev, 1993).

As the results of measurements of emotional orientation indicated, there is a significant transformation of the overall picture of the entire spectrum of the students’ emotional aspirations in the experimental group (see Figure 2).

Figure 2. Data of comparative measurements of students' emotional orientations.

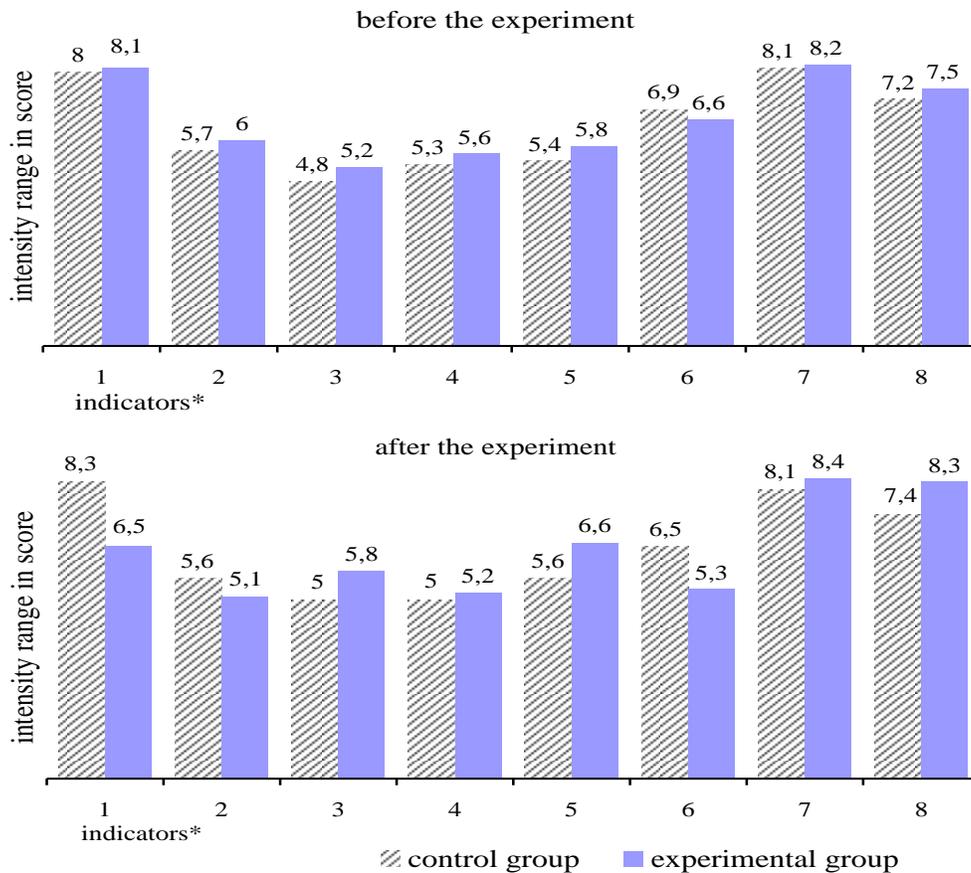


* Note. Orientation Types: 1 – altruistic; 2 – communicative; 3 – fame-pursuing; 4 – practical; 5 – risk-taking; 6 – romantic; 7 – gnostic; 8 – aesthetic; 9 – hedonistic; 10 – acquisitional.

The increase in altruistic orientation ($t = 3.334$ at $p = 0.002$) and communicative orientation ($t = 3.302$ at $p = 0.004$), as well as practical ($t = 3.278$ at $p = 0.006$) and romantic orientation ($t = 2.309$ at $p = 0.008$) should be particularly singled out. At the same time, those types of orientations that reflect purely selfish and consumer intentions of the personality (acquisitional, fame-pursuing, hedonistic) significantly reduced their relevance for the students of the experimental group.

The sphere of interpersonal dealings of students in the control and experimental groups was measured by the indicators of their positions in relationships with other people, which were monitored in compliance with T. Leary's method (Leary, 1957). A generalized picture of the data obtained is presented in graphical form in Figure 3.

Figure 3. Data of comparative measurements of students' interpersonal positions.



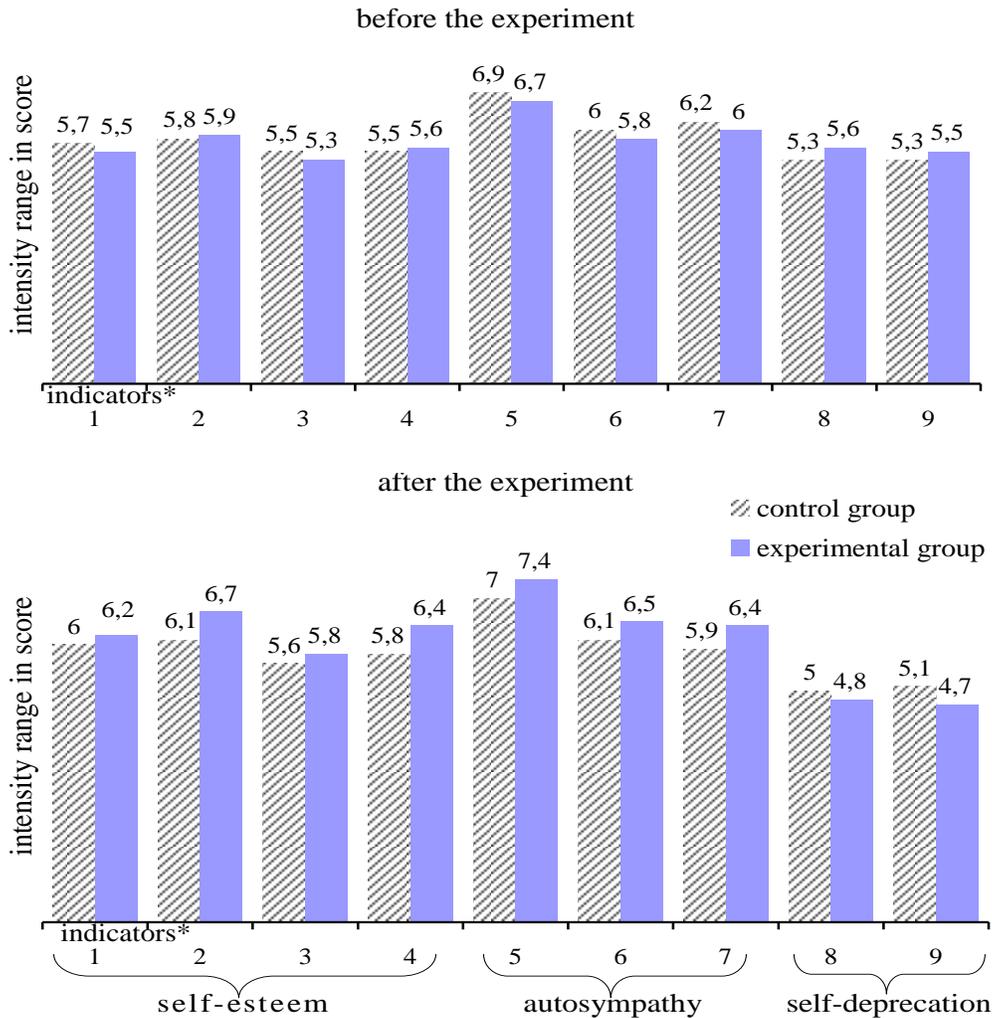
* Note. Interpersonal variables: 1 – managerial-autocratic; 2 – competitive-exploitive; 3 – blunt-aggressive; 4 – skeptical-distrustful; 5 – modest-self-effacing; 6 – docile-dependent; 7 – cooperative-overconventional; 8 – responsible-overgenerous.

The results of the surveys indicate that in the control group the students did not significantly change their position in interpersonal relationships (see Figure 3). In the experimental group of students it was noted: firstly, a decrease in autocratic manifestations ($t = 3.321$ at $p = 0.003$); secondly, a reduction in personal dependence ($t = 3.286$ at $p = 0.005$); thirdly, a drop-off in manifestations of competitive ($t = 2.098$ at $p = 0.03$) and distrustfulness ($t = 2.085$ at $p = 0.04$). At the same time, an increase in generosity, aggressiveness (as the ability to defend one's interests) and modesty (the ability to consciously accept social norms is revealed). Judging by the data, the students' position in interpersonal relations after the experiment becomes more balanced, open, democratic and friendlier (see Figure 3).

The analysis of the changes in the students' self-consciousness was carried out by referring to the sphere of self-attitude. Figure 4 shows in graphical form the results of comparative measurements of the students' self-relation in the control and experimental groups following S.R. Pantileev's method (Pantileev, 1993).

As the measurements showed, in the experimental group at the end of the experiment, we observed an increase in the general background of self-esteem in terms of "self-confidence" and "reflected self-relation". Moreover, closed self-referral is increased due to gaining more personal protection against social impact, whereas defenselessness, naivety, and infantilism are reduced (see Figure 4).

The dynamics of changes in autosympathy (an average growth of 16%) indicates a more intense increase in sympathy and friendship towards oneself, agreement with one's inner impulses, and accepting oneself as one is. The decrease in the indicators of "inner proneness to conflict" and "self-accusation", which is a consequence of increasing feelings of moral satisfaction and reducing remorse, is especially notable.

Figure 4. Data of comparative measurements of students' self-attitudes.

* Note. Interpersonal variables: 1 – closed self-referral; 2 – self-confidence; 3 – self-guidance; 4 – reflected self-relation; 5 – self-value; 6 – self-acceptance; 7 – self-attachment; 8 – internal conflict; 9 – self-accusation.

CONCLUSIONS.

The overall results of the monitoring carried out in the study allowed us to conclude the following:

- ✚ Firstly, the students of the experimental group were able to more successfully find jobs after graduation, and thus more productively integrate into the society.
- ✚ Secondly, they have a more marked increase in prosocial motives in the psychological orientation of life.

✚ Thirdly, there is an increase in the overall level of social stability of the position due to the growth of altruistic and friendly positions in relations with others.

✚ Fourth, there is a positive restructuring of the system of self-attitude due to the strengthening of the sense of acceptance of one's Self in the social world. In the control group, a significant dynamic of the changes in the process of socialization has not been established.

The study as a whole showed the productivity of the implementation of the proposed model of pedagogical accompanying of student volunteering. The possibility of systemic support of this activity is provided by a combination and development of the three interrelated areas of work, including the creation of a favourable social environment for volunteering, the organization of socially beneficial activities and the training students as competent volunteers. The research study confirmed the importance of observing the principle of complementarity in this work. This principle means that volunteering should meet, on the one hand, the students' aspirations, values and competencies, and the current wants and needs of the society, on the other hand.

The research study showed that the key substantive condition for pedagogical accompanying should be the transfer of students' volunteering activities to the category of socially beneficial and being of high social significance. Moreover, in the organizational terms, such a transition should be accompanied by a change in the structure of the activity itself, i.e. from short-term, episodic actions to the development and implementation of long-term socially-oriented initiative projects.

To sum it up, it is stated in the work that subject to the conditions of the pedagogical accompanying of students' volunteering activities, we achieve its greater educational effect that implies a better social adaptation, the development of altruistic and sociable orientation, as well as their positive self-relationship.

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RECIBIDO: 7 de septiembre del 2019.

APROBADO: 20 de septiembre del 2019.