

**PEDAGOGICAL CONDITIONS OF ORGANIZATION OF VOLUNTEER
ACTIVITY IN THE CONTEXT OF FORMING OF PROFESSIONAL
ORIENTATION OF FUTURE SPECIALISTS OF SOCIAL AND
HUMANITARIAN PROFILE**

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ABSTRACT: ON THE BASIS OF ANALYSIS OF RUSSIAN AND BELARUSIAN SCIENTISTS' POSITIONS THE QUESTIONS OF FORMING PROFESSIONAL ORIENTATION AS AN INTEGRATIVE PERSONAL QUALITY OF FUTURE SPECIALISTS OF SOCIAL AND HUMANITARIAN PROFILE BY MEANS OF VOLUNTEER ACTIVITY IN FAVORABLE CONDITIONS AND UNDER THE INFLUENCE OF EXTERNAL AND INTERNAL FACTORS ARE REVEALED IN THE ARTICLE. THE AUTHORS HIGHLIGHTED THEORETICAL AND METHODOLOGICAL BASES FOR THE DEFINITION OF PEDAGOGICAL CONDITIONS; AND GROUNDED THE PEDAGOGICAL CONDITIONS OF ORGANIZATION OF VOLUNTEER ACTIVITY IN THE CONTEXT OF FORMING PROFESSIONAL ORIENTATION OF FUTURE SPECIALISTS OF SOCIAL AND HUMANITARIAN PROFILE.

KEY WORDS: PEDAGOGICAL CONDITIONS, VOLUNTEER ACTIVITY, PROFESSIONAL ORIENTATION, FUTURE SPECIALISTS OF SOCIAL AND HUMANITARIAN PROFILE.

THE requirements for professional development and general cultural development, formation of motivation, interests, intentions and inclinations to the professional activity of future specialists of social and humanitarian profile confirm the need for scientific justification of pedagogical conditions of organization of volunteer activity, which contribute to the efficiency of the process. Therefore, it is relevant for our study to define the pedagogical conditions of organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile.

WE consider the formation of professional orientation of future specialists as a process of development of this integrative quality of future specialists of social and humanitarian profile by means of volunteer activity in favorable conditions and under the influence of external and internal factors. Based on the position of A.N. Sender¹, we have identified significant factors, which influence the formation of students' professional orientation: biogenetic personality traits, which provide adaptive functions of a human and serve as a biological background for the development of general and special abilities. Among the

¹A. N. Sender, Nauchno-pedagogicheskie osnovy formirovaniya professionalnoy napravlenosti studentov pedvuza (Minsk, 1998). – 138 s.

internal psychological factors of forming professional orientation are some of the person's prerequisites necessary for the formation of abilities, which are manifested in the peculiarities of mental processes, and individual mental properties of person's temperament. Socio-cultural conditions (socio-economic development of society, family values, educational process) are the external factors. However, in the context of our study the professional orientation of a person is formed not only under the influence of external and internal factors, but also due to the creation of pedagogical conditions in which volunteer activity is a means of formation of a professional orientation of future specialists.

THE analysis of scientists' interpretations of the concept of "pedagogical conditions" shows the ambiguity of the definition. Pedagogical conditions are viewed as a set of interdependent and interrelated circumstances of activity²; as one of the sides of educational process laws³; as an external circumstance which has a significant influence on the pedagogical process, is consciously designed by a teacher, intentionally suggests, but does not guarantee a specific outcome of the process⁴; as a qualitative characteristic of the main factors, processes and phenomena of educational environment that reflects the basic requirements for the organization of activity⁵. Modern scientists underline different signs of pedagogical conditions, but their common features are interdependence and interrelatedness, and their main aim to influence the process.

IN Russian scientists' researches about volunteer activity we can see the idea that pedagogical conditions of volunteerism are created circumstances which should provide the development of leadership qualities, professional orientation, social activity of young people participating in it. Depending on the specifics of the problem being studied, scientists interpret the potential of volunteer activity, ensuring the formation of professional orientation, and pedagogical conditions in different ways:

- the use of person-oriented technologies of development of youth social activity; free choice of types and forms of social activities, made by volunteers; the pedagogical support of the transition of the process of social activity development in the mode of self-development due to the actualization of volunteers' motivational sphere and their access to the reflexive position⁶;
- the cultivation of human values and humane treatment through the preservation and enhancement of traditions of collective life; the organization of participatory (implicated, accessory) relations between the subjects of educational process; the development and implementation of the discipline "Volunteer Movement", chosen by students; the involvement of students from pedagogical high schools in volunteer activity of public associations⁷;
- the encouragement of social activity manifestation through the realization of the need for socially significant activity; the enrichment of social experience by involving young

²V. A. Belikov, *Obrazovanie. Deyatel'nost. Lichnost* (Moscow: Akademiya estestvoznaniya, 2010). – 270 s.

³B. V. Kupriyanov, *Gipotezaki kandidatskoi dissertatsii (omnogoobrazovaniya i pedagogicheskikh sloviy)*. – Nauka i praktika vospitaniya i dopolnitelnogo obrazovaniya. – 2006. – № 4. – S. 100–108.

⁴L. I. Bozhovich, *Lichnost i formirovanie v detskom vozraste* (Saint Petersburg: Piter Press, 2009). – 398 s.

⁵E. F. Zeer, *Modernizatsiya professional'nogo obrazovaniya: kompetentnostnyy podhod* (Moscow: MPSI, 2005). – 216 s.

⁶L. P. Konvisareva, *Volonterskoedvizhenie kak faktor razvitiya socialnoi aktivnosti molodezhi* (Kostroma, 2006). – 211 s.

⁷V. R. Karimov, *Razvitie volonterskoiko kompetentsii studentov pedagogicheskikh vuzov* (Chelyabinsk, 2011). – 237 s.

people in cultural forms of interaction; the assistance of qualified professionals in the successful implementation of the emerging social motives⁸.

THE analysis of the research helped to define the pedagogical conditions in the context of the problem being studied. *Pedagogical conditions* of organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile are a combination of external manifestations of voluntary activity and internal components of students' professional orientation (motives, intentions, interests and inclinations), the availability of which influences the effectiveness of volunteer activity as a means of forming their professional orientation.

THE idea of "non-rigid", "facilitative" nature of management in students' professional development, which supposes that students takes the position of the subject of his own activity (M. B. Clarin), served as a theoretical basis for defining pedagogical conditions of organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile. According to the scientist's position, in this type of management training is based on the interaction of students with the learning environment, specially created in didactic process. This interaction is provided by "locating" students in terms of solving problem-oriented professional tasks, which match with learning process objectives (the formation of activity motives, knowledge systems, and skills development). The environment with such properties serves as a central source of academic learning for students, and teachers play the role of assistants, one of the sources of information⁹.

ANOTHER theoretical foundation of organization, content and forms of volunteer activity in university is A.A. Verbitsky's concept of context training¹⁰ and the concept of context-biographical approach of A.L. Gavrikova, M.N. Pevzner¹¹. The main positions of these concepts allow future specialists of social and humanitarian profile to "live" their professional biography, taking part in volunteer activity. The context of training specialists in high school should include the content of actual work situations that allows reproducing various components of professional environment and requirements to the worker's personality related with them. Due to the context, the focus shifts from assimilation of sign system, which is far from the situation of practical work, to acquirement of subject and social content of professional work. Using the context provides the necessary level of personal involvement of students in educational process, opening the perspectives of acquiring professional activity based on forecasting and accounting all components of employee's effective behavior, including those, which are due to specialist's personality.

THE concept of professional orientation of A.N. Sender¹², which presents the structure and content of the concept and the technology of formation and development of such integral personal quality as professional orientation, is important for determination of pedagogical

⁸T. G. Emelyanova, *Socialnaya aktivnost v professionalnom samoopredelenii studentov vuzov* (Izhevsk, 2006). – 157 s.

⁹M. V. Klarin, *Interaktivnoe obuchenie – instrument osvoeniyanovogoopyta*. – Pedagogika. – 2000. – № 7. – S. 12–18.

¹⁰A. A. Verbicky, *Aktivnoe obuchenie v vysshishkole: kontekstnyy podhod* (Moscow: Vysh. sh., 1991). – 207 s.

¹¹*Pedagogicheskoe obrazovanie v universitete: kontekstno-biograficheskiy podhod* / pod red. A. L. Gavrikova, M. N. Pevznera (Velikiy Novgorod: NovGUim. Yaroslava Mudrogo, 2001). – 300 s.

¹²A. N. Sender, *Nauchno-pedagogicheskie osnovy formirovaniya professionalnoy napravlenosti studentov pedvuzov* (Minsk, 1998). – 138 s.

conditions of organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile.

BASED on the abovementioned positions we have determined pedagogical conditions of organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile:

1. The development of professionally oriented environment for volunteer activity of future specialists of social and humanitarian profile.
2. The organization of volunteer work based on the involvement of future specialists of social and humanitarian profile taking into account the principles of consistency, differentiation, and individualization.
3. Special organization of volunteering in high school through volunteer activity management.

LET'S consider the pedagogical conditions for the definition of further research action logic.

1. The development of professionally oriented environment for volunteer activity.

ACCORDING to scientists' views (L.S. Vygotsky¹³, A.N. Leontjev¹⁴, S.L. Rubinstein¹⁵), the personality is formed in the process of active interaction with social environment on the basis of activity. The identity of a person, who is a high-level professional, is formed in the process of active interaction with professional environment. Therefore, only being in professional environment, future specialists of social and humanitarian profile can answer questions about the qualities that a specialist should have, about the problems that they will solve, about the relations with clients and so on. The prototype of professional environment of future specialists of social and humanitarian profile is volunteer activity. The professional formation of students occurs in the process of volunteer activity implementation on the basis of getting knowledge in the professional field, as well as mastering the culture of relationships with other people (employees of social institutions and services, members of public organizations, specialists of educational institutions, representatives of groups of people who are in difficult life situation).

TO form professional orientation of students it is necessary to improve professionally oriented environment, expand its borders by incorporating other social institutions of the city (institutions of general secondary education, territorial centers of social services, health care institutions (hospitals, rehabilitation centers), institutions leisure and culture institutions, institutions of further education, public organizations, etc.), except of universities, into it.

THE successful organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile depends not only on the improvement of professional-oriented environment, but also on joint, integrated, coordinated activity of teachers–leaders of volunteer groups, students, specialists of social institutions, clients, who receive help, when every participant clearly understands that he/she is the subject of interaction and carries out its functions, directed on reaching common goals and objectives

¹³L. S. Vygotsky, *Psichologiyarazvitiyacheloveka* (Moscow: Smysl :Eksmo, 2005). – 1136 s.

¹⁴A. N. Leontiev, *Deyatelnost. Soznanie. Lichnost* (Moscow: Akademiya, 2005). – 352 s.

¹⁵S. L. Rubinshtein, *Osnovyobshcheypsichologii* (Saint Petersburg: Piter, 2009). – 713 s.

together with the other participants¹⁶. The interaction can be considered as a component of professional-oriented environment with humanistic orientation of socio-pedagogical and socio-psychological activity of students-volunteer during their lessons, practice, work of future specialists in social institutions of the city. According to S.G. Yekimova, it allows launching psychological mechanisms, which provide students' personal and professional development, helps to understand that the need to help people, which navigates students' behavior and activity, becomes their life sense¹⁷.

ACCORDING to V.V. Stolin, "a person, who starts to interact, changes not only himself, but also the specific circumstances, and simultaneously carries out the development of interacting subjects"¹⁸. In the context of our research, the collaboration of all subjects of activity in the framework of volunteer work contributes to the exchange of their internal potentials, which results in the "increment" of the personal potential of each individual.

SUCH organization of professionally oriented environment, in our opinion, contribute to active involvement of future specialists of social and humanitarian profile in the activity of social institutions, gradual development of various professional roles, the improvement of practical skills, the formation of motivation, interests, intentions and inclinations for the implementation of future professional activity.

2. The organization of volunteer work based on the involvement of future specialists of social and humanitarian profile taking into account the principles of consistency, differentiation, and individualization.

IN the context of considering volunteering as a means of forming professional orientation of future specialists of social and humanitarian profile, their active participation in specific practical, socio-pedagogical and socio-psychological activities is very important, as well as their constant desire to help people in need, understanding and acceptance of the value of volunteer activity for solving significant problems of society and students' professional development. According to the foreign scientist K.R. Rogers¹⁹, involvement contributes to the formation of skills to match one's objectives and actions with the goals and actions of others, to analyze one's actions and the actions of others, to take fast and competent decisions, to be attentive to the problems of others. "Inclusion is the adoption of humane essence, the integration of external, social and internal, personal, spiritual and moral, senses, as well as self-organization for its implementation, motivated mastering techniques and means of activity, that is, the introduction of this activity in the sphere of personal interest, its development not on the formal subjective level, but on the "horizon of the individual"²⁰.

THE involvement of students in volunteer activity depends on its importance for them. If a future specialist sees a professional interest in it, its positive results and dynamics, feels its importance, gain support, encouragement and moral inspiration from teachers and

¹⁶Sociokulturnayadeyatelnostkaksredstvovospitaniyalichnosti :posob. dlyasoc.pedagogoviruk. uchr. obrazovaniya / pod red. V. N. Naumchika (Minsk: Vysh. sh., 2004). – 143 s.

¹⁷S. G. Ekimova, Volonterskayadeyatelnostkakresurslichnostno-professionalnogorazvitiyabudushihspecialistovposocialnoirabote (Chabarovsk, 2010). – 226 s.

¹⁸V. V. Stolin, Samosoznanielichnosti (Moscow: MGU, 1983). – 272 s.

¹⁹K. R. Rodzhers, Vzglyadnapsihoterapiyu. Stanovleniecheloveka (Moscow: Progress :Univers, 1994). – 480 s.

²⁰L. N. Kulikova, Gumanizaciyaobrazovaniyaisamorazvitielichnosti (Chabarovsk: HGPU, 1997). – 315 s.

university administration, it increases student's motivation for active involvement in volunteer activity.

ACCORDING to S.G. Yekimova²¹, the student's motivation to the implementation of volunteer activity creates the birth of the dominant, which transforms the stimuli energy into nerve impulses, and launches its work. The process of the emergence and development of the psychological dominant is gradual and complex; it is associated with constant active participation of students in volunteer activity, which forms a wide "field of experience" of positive communication, creative transformation of reality, reinforced by constant internal work of a student's personality on himself. Based on views of A.A. Ukhtomsky²², who matches activity with the dominant, and believes that any activity already includes the dominant, occurs due to it, S.G. Yekimova approves that the dominant is characterized by its inertia, that is its tendency to retain and repeat itself, even if external environment has changed. But wherein "thoughts continue to enrich, transform and grow, so that when they return to consciousness they become more meaningful and reasonable".

WE agree with the authors' opinion that "active involvement in volunteer work is students' voluntary inner choice, their inner need to build themselves based on the emergence of the dominant as a mechanism of shaping their life activity, which allows it to be carried out"²³. However, the organization of volunteer activity in the context of forming professional orientation of future specialists of social and humanitarian profile only through students' involvement in it cannot be effective regardless the following principles: consistency (allows to carry out future specialists' activities purposefully, not fragmented, on a regular basis, systemically), differentiation (provides students-volunteers with the opportunity to participate in various kinds of volunteer work in accordance with their interests and intentions), individualization (takes into account students' physiological characteristics, capabilities and inclinations).

IN the process of volunteering students' values are redefined, actions become more conscious, activity motives change. Their behavior becomes oriented to the interests and needs of other people. Students-volunteers perform socially acceptable and useful activity as a kind of "awakening the best qualities and aspirations", dictated at first by the need for self-assertion, which then grows into a whole "tree" of logically developing layers, which are converted into a "system" of theories and conclusions, forming a positive dominant.

IN the context of our research the development of the motivational sphere of future specialists of social and humanitarian profile was provided by increasing the level of generalized knowledge on volunteer activity (the complex of informational and educational events aimed at informing and involvement of volunteers); forming the motivation for the implementation of volunteer activity through direct participation in it (realization of social projects, volunteer schools, etc.); forming a positive attitude to volunteer work (participation in competitions, festivals, forums, activities aimed at recognition of volunteer activity).

²¹S. G. Ekimova, *Volonterskayadeyatelnostkakresurslichnostno-professionalnogorazvitiyabudushihspecialistovposocialnoirabote* (Chabarovsk, 2010). – 226 s.

²²A. A. Uchtomsky, *Izbrannyetrudy* (Leningrad: Nauka, 1978). – 360 s.

²³S. G. Ekimova, *Volonterskayadeyatelnostkakresurslichnostno-professionalnogorazvitiyabudushihspecialistovposocialnoirabote* (Chabarovsk, 2010). – 226 s.; V. V. Stolin, *Samosoznanielichnosti* (Moscow: MGU, 1983). – 272 s.

THUS, the involvement of future specialists of social and humanitarian profile and their sustainable internal motivation for participation in volunteer work, taking into account the principles of consistency, differentiation and individualization when organizing volunteer activity are among the most important pedagogical conditions of forming professional orientation.

3. Special organization of volunteering in high school through volunteer activity management.

VOLUNTEERING, as a socially significant activity, aimed at providing voluntary, free help to people, creates the conditions for "facing" situations, which contribute to the formation of new knowledge and social experience of future specialists of social and humanitarian profile. The results of our research show that the participation of future specialists of social and humanitarian profile in volunteer activity provides the necessary level of students' personal involvement in the educational process, opens up the prospects for forming professional orientation, mastering the techniques of professional work based on forecasting and accounting all components of specialist's effective behavior. The implementation of volunteer activity supposes a dynamic modeling of future specialists' behavior based on the creation of conditions for the implementation of work processes.

VOLUNTEER activity management contributes to the efficient organization of students' volunteer activity. The word "management" came from English and means "governance". Management and governance are often seen as synonyms, which is not quite true. The notion "governance" is much broader. It is used in many types of human activity and in different areas (management in inanimate nature, in biological systems, state management, etc.). The term "management" is only applicable to the management of social and economic processes at the level of institutions, organizations, companies and corporations.

RUSSIAN and native scientists interpret the concept "management" quite ambiguously: as control (A.V. Zheltekov, O.A. Zaitsev); as a process of governance (V.I. Korolev, Y.V. Kuznetsov); as a set of techniques, methods and means of organization (D.D. Vachugov, A.D. Nekipelov); as a type of activity (O.S. Vikhansky); as the area of science, human knowledge, which allows to carry out the function of management, as it is a theoretical basis of the practice of management, and provides practical activity with scientific advice (B.Z. Zeldovich).

A number of native scientists (E.A. Basharkina, E.N. Samonkova) adapted the concept "management" in terms of volunteer activity and defined it as a tool of regulating relationship between volunteers and leaders of volunteer movement, which gives them the most positive result of cooperation²⁴. Management includes the following stages: planning the work with volunteers; involvement of volunteers; orientation and training of volunteers; supervision of volunteers; the recognition of volunteer activity; evaluation of volunteer programs and volunteer activity.

VOLUNTEER activity management creates conditions for optimization and improvement of the efficiency of professional training of future specialists of social and humanitarian profile; serves as a prerequisite for personal and professional growth of students-volunteers. Such organization of volunteer activity allows them to gain experience of social activity, form

²⁴E. A. Basharkina, E. N. Samonkova, *Volonterskymenedzhment :ucheb.-metod. materialy* (Mogilev : MGU im. A.A. Kuleshova, 2014). – 88 s.

their civic position, contributes to the development of their practical skills to work with different categories of the population, update their creative thinking, which altogether encourage students to evaluate meaningfully what they see and hear during the course of volunteering.

THUS, we have identified a set of pedagogical conditions (the development of professionally oriented environment for volunteer activity of future specialists; the organization of volunteer work based on the involvement of future specialists of social and humanitarian profile taking into account the principles of consistency, differentiation, and individualization; special organization of volunteering in high school through volunteer activity management), which create a background for organization of volunteer activity of future specialists of social and humanitarian profile, aimed at forming their professional orientation, and gives a possibility to construct a model of professional orientation of students-volunteers of this profile.

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