

*M.M. Knissarina¹
A.D. Syzdykbayeva²
A.M. Makasheva³

^{1,3}West Kazakhstan Marat Ospanov State Medical University, Aktobe, Kazakhstan

²Abai Kazakh National Pedagogical University Almaty, Kazakhstan
(E-mail: uku_malika@mail.ru, sizdikbaeva-aya@mail.ru, www.aliya@bk.ru)

Social responsibility: mechanisms of its development through project training

Abstract. This article presents the experience of using project-based learning for the development of social responsibility of students in the conditions of online learning at the university. The analysis of the scientific and theoretical literature showed the degree of study of the subject of research as a separate type of purposeful activity of students, which has time constraints for solving specific problems and a specific result of an activity.

The leading idea of the study "the dependence of the level of responsibility of an individual on his degree of participation in the collaborative" was confirmed in practical activities as students who acquire a psychological attitude about successfully overcoming possible failures on the way to achieving the set didactic goals of the project.

At the end of the survey, it was concluded that the students were highly motivated to participate in the ongoing projects on the topic "Social Responsibility of university students", believed and implemented all their creative ideas, deepened their knowledge in the field of psychology, applied the basic provisions of management and self-government in the organization of their project activities. The projects were carried out in the form of a social video or presentation, in the form of an infographic and an interactive presentation in the application Genial.ly, various intelligence maps, etc. through the tools of the Internet space, which makes e-Learning interesting and effective at the university.

Keywords: university student, online training, responsible education, social responsibility of students, project training, infographics, social video.

DOI: <https://doi.org/10.32523/2616-6895-2021-136-3-124-132>

Introduction

The modernization of the higher professional school, the introduction of ISO (International Organization for Standardization) standards, the provision of academic freedom determine the requirements for the quality of professional training. The priority is the education of a person who is ready to be responsible for his actions and decisions, to take responsibility for the fate of the country and every individual living in it.

An important aspect of the pedagogical process of the university is the education of social responsibility in students, as future specialists and citizens of the country. Undoubtedly, the presence of social responsibility can induce the student at the university to positive, conscious behavior will allow a more effective and creative approach to decision-making, the implementation of professional tasks, and subsequently - to become successful in the chosen field of activity. The content of educational

programs does not always contribute to the effective education of moral foundations and the formation of responsibility for students' own actions. Therefore, there is no doubt that it is necessary to develop forms, methods, and tools that allow you to influence the education of such personal qualities necessary for a graduate as an organization, discipline, responsibility, and the ability to achieve the intended goal with the greatest efficiency. One of the possibilities is the education of social responsibility by including students in project training.

The purpose of the study is to analyze the application of project-based learning for the development of social responsibility of students in online learning.

A review of the research literature on the development of a socially responsible personality

showed the versatility of the focus of research works: problems of corporate and personal social responsibility-F. Rosati, R. Costa, A. Calabrese, E. Rahbek, G. Pedersen, J. Lee, M. Cho [1;2]; development of scales of personal social responsibility by S.L. Davis, M.R. Longinos, R.M. Salvador [3]; social responsibility of universities by J.C.R. Sousa, E.S. Siqueira, E. Binotto, L.H.N. Nobre [4]; relevance of the problem of social responsibility C. Roofe [5] et al.

Even though in the scientific literature consumer behavior is considered in terms of the tendency of development of responsible consumption, no research has analyzed responsible behavior as a multidimensional construct in completely different areas, such as paying taxes, educating children, and waste recycling, etc. Therefore, it is now necessary to develop a concept of personal

Table 1

The content of the diagnostic technology for studying the social responsibility of students in the conditions of professional training in universities

Component/Criteria	Indicators	Methods
Cognitive / social awareness	knowledge about the basic socially approved strategies of role behavior and norms; knowledge about the content of the main social values and awareness of the personal and social significance of their norms.	The method of diagnosing the level of subjective control of J. Rotter (adaptation by E.F. Bazhin, S.A. Golynskaya, A.M. Etkind); questionnaire «Ideas about social responsibility».
Motivational-value / moral orientation	altruistic motives; prosocial values and value orientations, social orientation of recognized responsibility.	«Motivational structure of the individual» (V.E. Milman).
Activity / social activity	the ability to take initiative and carry out socially useful activities in the educational space of the university and beyond; the ability to take on additional responsibilities.	The method «The ability of self-government» (N.M. Peisakhov).
Reflexive-prognostic / social independence	the ability to foresee and predict the personal and socially significant consequences of their actions; the ability to reflect on their own behavior, the ability to empathy; the nature of attribution of responsibility.	The method «The ability to empathy» (A. Mehrabien and N. Epstein).

social responsibility (SSS), which includes human behavior in general. Thus, the study by S.L. Davis, M.R. Longinos, R.M. Salvador develops a reliable and reliable scale for measuring PSR - a concept that includes individual behavior from the point of view of a person as a citizen. According to scientists, SALW consists of economic, legal, ethical, charitable, and environmental aspects of individual behavior [3].

The authors define the student's social responsibility as an integrative quality of a person, expressing her attitude to her own actions and their consequences, assuming the assimilation of existing and socially approved norms and rules of society, the appropriation of spiritual and moral values, the fulfillment of direct educational and professional duties, as well as reflection on the results of her activities. The structure of students' social responsibility includes cognitive, motivational-value, and active, reflexive-prognostic components (table 1).

In the complex work on the study of the problem of social responsibility in the individual, the logically correct question arises about the choice of an effective method or form of work to develop the desired characteristics in the conditions of vocational training at the university. And here it is methodologically correct, in our opinion, to choose a project-based education focused on the independence and creativity of the individual.

Project training is a separate type of purposeful activity of students, which has time constraints for solving specific problems and a specific final result of the activity.

The choice of a particular type of project (research, information, creative, telecommunications, applied, projects focused on the practical and social interests of society) depends on the orientation of the discipline being studied, on the level of professional training of students, on the nature and content of the educational program.

Methodology

The provisions on the relationship between collaboration and project activity (E. Kap), on the

features of online project training (K. A. Hovey, S. L. Ferguson), on constructive project development (S. Lockrey), pedagogical competence in project management in educational conditions (O. Akinoglu) are of scientific value for the study.

There are known difficulties in using educational projects in online learning, for example, according to J. Thomas and J. Mergendoller, this is, first of all, a conflict of psychological and pedagogical beliefs in the minds of teachers themselves [6]. M. Rogers believes that resources in the form of time and the development of professional competencies are necessary for the successful application of the project method in the practical activity of a teacher [7]. And the following scientists L. Snyder and M. Snyder identified the mechanism of designing project activities according to the requirements of the curriculum of the educational course [8]. We also took this point into account in our further developments when planning and organizing projects in the discipline «Psychology «in the 1st year of the specialty» General Medicine» in the 2020-2021 academic year. Evaluation sheets and a mechanism for its application were developed for each stage of the project.

In project training, it is the joint work that suggests some difficulties in its implementation [9]. Therefore, it is very important to develop students to have a collaborative culture, while not forgetting about responsible behavior in interpersonal relationships.

The potential of educational projects for students in the issue of individualization of aspects of online learning in connection with digital media and web services is huge since the digital environment is inherently more adaptive and open to a multifaceted accumulation of knowledge than its offline counterparts. In addition, digital technologies can allow students to be in contact with educational resources and discuss, immersing themselves in non-educational conditions, whether at work, in the open field, in any room, or at home.

Students are increasingly using and will use their digital devices, networks, services, and resources to provide their training, and online learning developers need to be flexible

in response to changes in the environment. Because for some students and even teachers, this will make educational opportunities more accessible in pragmatic and psychological terms. For example, the NMC Horizon Report identifies six new technologies that can have a significant impact on modern learning: mobile applications, tablets, computers based on gesture recognition, learning analytics, Internet-based instrument control systems, and game-based learning [10].

Therefore, it is suggested that the primary task of a modern teacher is the formation of a culture of cooperation and partnership, in which students feel personal and social responsibility for their own activities and the actions of another person, gain experience of knowledge on their own mistakes, develop constructive ideas about them, and acquire a psychological attitude about the successful overcoming of possible failures on the way to achieving the set didactic goals of the project.

The design of modern online learning can be implemented through a project-based and problem-based approach and opportunities to work in multi-purpose groups. Therefore, the main task for teachers is to create the stability of the educational system, to develop a student-oriented, interdisciplinary and intercultural experience, to apply interdisciplinary approaches to real-world problems, and to promote creativity and innovation.

In the experimental part of our research, we took into account the new opportunities for students in online learning: students can actively participate in the collection, editing and production of knowledge in virtual spaces; learning results can be published in places where they would become part of a broader discourse, demonstrating that students' achievements have value; students can create their own social data (by asking questions on Twitter, using web analytics); students can use various media to convey academic ideas, for example, to create original data visualizations and infographics, to create animations, video recordings of live events and performances; students, researchers, and teachers together can think about how digital media and web 2.0 services are changing the practice of their subject.

In the experiment, we considered such main features of the technology as independence, complexity, and practice-oriented selection of topics for educational projects.

The experiment consisted of the implementation by students in practical classes of educational projects on a specific set topic «Social responsibility of the individual» in accordance with all the requirements of the instruction. The goal is to create meaningful, interactive, vivid, original infographics in the form of the results of one's own creative activity (drawings, slogans, diagrams, poems, banners, etc.).

According to the instructions, the student group had to split into teams of 3 people and create an information project in the form of infographics (vertical or horizontal) or an interactive presentation on the topic «Social responsibility of students» on the platform <https://genial.ly/login?backTo=https://app.genial.ly/dashboard>. The preparation time was 2 weeks, after which the teams had to present their finished projects already in a practical lesson online on the Zoom platform. Evaluation of all submitted projects is carried out by experts (students themselves, teachers, or specialists) according to the developed criteria of the evaluation sheet (table 2).

Table 2

Evaluation sheet of the information project

№	Criteria	Points		
		1,1-2,33	2,67-3,3	3,67-4,0
1	Validity of the project			
2	The uniqueness of the project			
3	Activity of each member of the group			
Total:				

At the same time, the score «1.1-2.33» means the complete fulfillment of the criterion, «2.67-3.3» - the fulfillment of the criterion by half, «3.67-4.0» - not fulfilling the criterion. And it is

very important to discuss the results of work on the project with everyone, as well as to carry out an adequate self-assessment of their own project activities by each participant.

Upon completion of the defense of projects in the framework of our experimental research, we set out to determine the attitude of students to the application of the project method. The survey was conducted in a Google Forms application among 1 course «General Medicine» of the West Kazakhstan Marat Ospanov State Medical University (82 students of the Russian department).

It was determined that 69% of the respondents have a positive attitude towards project-based learning in the study of «Psychology»; 24% do not quite understand the essence and expediency of project training; 7% have a negative attitude towards any innovative types of education (figure 1).

Discussion

The Innovation Center of Leiden University, answering the question “How to choose between online, offline and hybrid learning?”, notes that communication between students is easier both online and offline in small groups. Social interaction requires a more structured online education than offline forms. Therefore, it is

advisable to give students tasks in small groups, take frequent breaks in class for rest, start each lesson with an exercise to increase the energy level, allowing students to catch up for five minutes between dives into the content of the topic [11].

Thus, the advantages of project-based learning highlighted by scientists, we, in turn, tested and confirmed in an experiment to develop social responsibility among university students:

- projects are more effective in assimilating knowledge than traditional approaches to learning;
- projects can be used to explain scientific theories and concepts;
- projects allow students to form the so-called “skills of the XXI century”: critical thinking, cooperation, creativity, and innovation.

The obtained results of the questionnaire survey corresponded to our expectations since, in the process of implementing and defending the developed projects, the students showed not only their activity but also creativity, innovation, and practice orientation even in the conditions of online learning.

Results

The projects were carried out on a given topic in a free form: in the form of a social video or

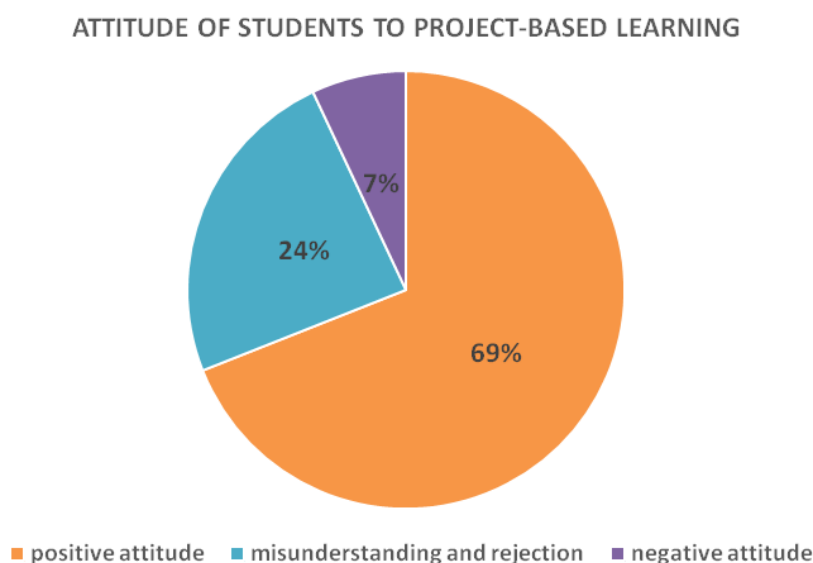


Figure 1. Diagram “Attitude of students to project learning”

presentation, in the form of an infographic and an interactive presentation in the application Genial.ly, various intelligence maps, etc. through the tools of the Internet space, which makes online learning interesting and effective for students and university teachers.

We have also fully confirmed the assumptions of scientists J. Anderson, C. Boyle, B. Reiser, and our own ideas that attracting the attention of young people to the complex tasks of the educational and social sphere allows them to achieve successful achievements in learning, thereby improving the quality of education itself.

According to the results of the study, it was determined that students are highly motivated to participate in ongoing projects on the topic "Social responsibility of university students", enthusiastically implemented all their creative ideas, deepened their knowledge of psychology, applied the basic provisions of management and self-management in the organization of their project activities.

Conclusion

Since educational projects are aimed at the independent development of the educational program by students, it is also important to have the practical value of their development for the individual himself. In our case, the development of students' educational projects on the topic "Social responsibility of students" had several important goals: increasing the intellectual and creative potential of the group, developing social personal responsibility for each student, mastering new Internet tools. Therefore, the results of both the survey of students and the products of their creative activity (projects)

showed the effectiveness of the project method in the educational process of studying the discipline "Psychology" within a certain topic.

The complexity is represented by thematic issues within the framework of normative educational programs. Therefore, there is a need for the teacher's professional competence in the application of educational projects within the framework of the established psychological and pedagogical conditions of the educational process, in particular in the system of developing students' social responsibility.

The effectiveness and pedagogical significance of educational projects with the aim of developing social responsibility are obvious because all participants in the educational process get the opportunity to realize their creative potential and experiment in solving the set didactic goals and objectives. This study demonstrates the consistency of the project-based teaching method in the system of developing social responsibility among students at a modern university since the perceived teaching efficiency and collectivism of pedagogical technology has a positive effect on behavior associated with personal responsibility, therefore, socially responsible behavior leads a person to a higher level of self-esteem and self-satisfaction life.

Information about financing

The article was prepared within the framework of grant funding by the Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan for the project "Social responsibility of students in the conditions of vocational training in universities of West Kazakhstan" (IRN AR09058126) since 2021.

References

- 1 Rosati, F., Costa, R., Calabrese, A., Rahbek, E., Pedersen, G. Employee attitudes towards corporate social responsibility: a study on gender, age and educational level differences // *Corporate Social Responsibility and Environmental Management*. - Volume 25, Issue 6, November/December. – 2018. – P. 1306-1319. <https://doi.org/10.1002/csr.1640>.

- 2 Lee, J., Cho, M. New insights into socially responsible consumers: The role of personal values// Corporate Social Responsibility and Environmental Management. – Volume 43. – Issue 2. – 2019. – P. 123-133.
- 3 Davis, S.L., Rives, L.M., Ruiz-de-Maya, S. Personal social responsibility: Scale development and validation// Corporate Social Responsibility and Environmental Management. – Volume 28. – Issue 2. – 2021. – P. 763-775,
- 4 Sousa, J.C.R., Siqueira, E.S., Binotto, E. and Nobre, L.H.N. «University social responsibility: perceptions and advances», Social Responsibility Journal. – 2021. – Vol. 17. – No. 2. – P. 263-281.
- 5 Rooft, C. «Schooling, teachers in Jamaica and social responsibility: rethinking teacher preparation», Social Responsibility Journal. – Vol. 14. – No. 4. – 2018. – P. 816-827.
- 6 Thomas, J.W., Mergendoller, J.R. Managing Project-Based Learning: Principles from the Field. – New Orleans. – 2000.
- 7 First Year Implementations of a Project-Based Learning Approach: The Need for Addressing Teachers' Orientations in the Era of Reform / M.A.P. Rogers [et al.] // International Journal of Science and Mathematical Education. – 2010. – Vol. 9. – No. 4. – P. 893–917.
- 8 Snyder, L.G., Snyder, M.J. Teaching Critical Thinking and Problem Solving Skills // Delta Pi Epsilon Journal. – 2008. – Vol. 50. – No. 2. – P. 90–99.
- 9 Kapp, E. Improving Student Teamwork in a Collaborative Project-Based Course // College Teaching. – 2009. – Vol. 57, No. 3. – P. 139–143.
- 10 Хелен Битэм, Рона Шарп. Переосмысление педагогики для цифровой эпохи. Дизайн обучения XXI века. Алматы: Общественный фонд «Ұлттық аударма бюросы». – 2019. – 352 с.
- 11 Botha, M. A Project-Based Learning Approach as a Method of Teaching Entrepreneurship to a Large Group of Undergraduate Students in South Africa // Education as Change.– 2010. – Vol. 14. – No. 2. – P. 213–232.

References

- 1 Rosati, F., Costa, R., Calabrese, A., Rahbek, E., Pedersen, G. Employee attitudes towards corporate social responsibility: a study on gender, age and educational level differences // Corporate Social Responsibility and Environmental Management, 6 (25), 1306-1319 (2018).
- 2 Lee, J., Cho, M. New insights into socially responsible consumers: The role of personal values, Corporate Social Responsibility and Environmental Management, 2 (43), 123-133 (2019).
- 3 Davis, S.L., Rives, L.M., Ruiz-de-Maya, S. Personal social responsibility: Scale development and validation, Corporate Social Responsibility and Environmental Management. – Volume 28. – Issue 2. – 2021. – P. 763-775.
- 4 Sousa, J.C.R., Siqueira, E.S., Binotto, E. and Nobre, L.H.N. «University social responsibility: perceptions and advances», Social Responsibility Journal, 2 (17), 263-281 (2021).
- 5 Rooft, C. «Schooling, teachers in Jamaica and social responsibility: rethinking teacher preparation», Social Responsibility Journal, 4 (14), 816-827 (2018).
- 6 Thomas, J.W., Mergendoller, J.R. Managing Project-Based Learning: Principles from the Field (New Orleans, 2000).
- 7 First Year Implementations of a Project-Based Learning Approach: The Need for Addressing Teachers' Orientations in the Era of Reform / M.A.P. Rogers [et al.], International Journal of Science and Mathematical Education, 4 (9) 893–917 (2010).
- 8 Snyder, L.G., Snyder, M.J. Teaching Critical Thinking and Problem Solving Skills, Delta Pi Epsilon Journal, 2 (50), 90–99 (2008).
- 9 Kapp, E. Improving Student Teamwork in a Collaborative Project-Based Course, College Teaching, 3 (57), 139–143 (2009).
- 10 Helen Bitem, Rona Şarp. Pereosmyslenie pedagogiki dlya sifrovoi epohi. Dizain obuchenia XXI veka [Rethinking pedagogy for the digital age. 21st Century Learning Design] (Public fund «National Translation Bureau», Almaty, 2019, 352 p.).
- 11 Botha, M. A Project-Based Learning Approach as a Method of Teaching Entrepreneurship to a Large Group of Undergraduate Students in South Africa, Education as Change, 2 (14), 213–232 (2010).

М.М. Книсарина¹, А.Д. Сыздыкбаева², А.М. Макашева³

^{1,3}Марат Оспанов атындағы Батыс Қазақстан мемлекеттік медицина университеті КЕАҚ,
Ақтөбе, Қазақстан

²Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

Әлеуметтік жауапкершілік: жобалық оқыту арқылы оны дамыту тетіктері

Аңдатпа. Зерттеуде университеттегі онлайн оқыту жағдайында білім алушылардың әлеуметтік жауапкершілігін дамытуда білім беру жобаларын қолдану тәжірибесі ұсынылды. Іс-әрекеттегі нақты мәселер мен түпкілікті нәтижелерді шешудегі уақытша шектеулерді, ғылыми-теориялық әдебиеттерді талдау білім алушылар зерттеудің пәнін мақсатты іс-әрекеттің жеке түрі ретінде қаншалықты қарастырылғандығы көрсетілді.

Зерттеудің жетекші идеясы «жеке тұлғаның жауапкершілік деңгейінің оның ынтымақтастыққа қатысу дәрежесіне тәуелділігі» жобаның дидактикалық мақсаттарына қол жеткізу жолындағы мүмкін болатын сәтсіздіктерді сәтті жеңу туралы психологиялық көзқарасты сатып алу бойынша студенттер ретінде практикалық іс-әрекетте расталды.

Жоба жұмысына қатысушылардың сауалнамаға берген жауаптар нәтижелері бойынша мынадай қорытындылар жасалды: «Университет білім алушыларының әлеуметтік жауапкершілігі» тақырыбындағы өткізілген жоба барысында білім алушылар ынтымақтасу жоғары көрсеткішті көрсетіп, барлық шығармашылық идеяларын іске асырып, психологиялық білімдерін тереңдетіп, өздерінің жобалық іс-әрекеттерінде басқару мен өзін-өзі басқарудың негізгі ережелерін қолдана білді. Университетте e-Learning-те жобалар әлеуметтік видеоролик немесе презентация түрінде, инфографика және Genial.ly қосымшасы арқылы интерактивті презентациялар түрінде, интернет желісінің құралдары арқылы түрлі интеллект-картасы және т.б. қызықты әрі тиімді орындалды.

Түйін сөздер: университет білім алушылары, тұлғалық-бағдарлы оқыту, онлайн оқыту, жауапты түрде білім беру, білім алушылардың әлеуметтік жауапкершілігі, жобалық оқыту, инфографика, әлеуметтік видеоролик.

М.М. Книсарина¹, А.Д. Сыздыкбаева², А.М. Макашева³

^{1,3}НАО «Западно-Казахстанский медицинский университет имени Марата Оспанова»,
Актобе, Казахстан

²Казахский национальный педагогический университет имени Абая, Алматы, Казахстан

Социальная ответственность: механизмы ее развития посредством проектного обучения

Аннотация. В данном исследовании представлен опыт применения проектного обучения по развитию социальной ответственности обучающихся в условиях онлайн обучения в университете. Анализ научно-теоретической литературы показал степень изученности предмета исследования как отдельного вида целенаправленной деятельности обучающихся, имеющей временные ограничения по решению конкретных проблем и конкретного конечного результата деятельности.

Ведущая идея исследования «зависимость уровня ответственности личности от его степени участия в проекте (сотрудничестве)» нашла свое подтверждение в практической деятельности обучающихся по приобретению установки об успешном преодолении возможных неудач на пути достижения поставленных целей проекта.

По результатам анкетного опроса участников проектной работы было определено, что обучающиеся были высокомотивированы на участие в проводимых проектах на тему «Социальная ответственность обучающихся университета», верили и претворяли в жизнь все свои творческие идеи, углубляли свои знания по психологии, применяли основные положения менеджмента и самоменеджмента в организации своей проектной деятельности. Проекты выполнялись в виде социального видеоролика или презентации, инфографики и интерактивной презентации в приложении Genial.ly, различных интеллект-карт

и т.п. посредством инструментов интернет-пространства, что делает онлайн обучение интересным и эффективным в университете.

Ключевые слова: обучающийся университета, онлайн обучение, ответственное образование, социальная ответственность обучающихся, проектное обучение, инфографика, социальный видеоролик.

Information about authors:

Книсарина М.М. – (PhD) философия докторы, «Марат Оспанов атындағы Батыс Қазақстан медицина университеті» КеАҚ, қоғамдық-гуманитарлық пәндер кафедрасының доценті, Ақтөбе, 030000, Қазақстан.

Сыздықбаева А.Д. – **корреспонденция үшін автор**, (PhD) философия докторы, қауымдастырылған профессоры, постдокторанты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, 050000, Қазақстан.

Макашева А.М. – Қоғамдық денсаулық сақтау магистрі, «Марат Оспанов атындағы Батыс Қазақстан медицина университеті» КеАҚ, ғылыми-талдау жұмысы бөлімінің ғылыми қызметкері, Ақтөбе, 030000, Қазақстан.

Knissarina M.M. – Doctor of Philosophy (PhD), Associate Professor of the Department of Social and Humanitarian Disciplines, NCJSC «West Kazakhstan Marat Ospanov Medical University», Aktobe, 030000, Kazakhstan.

Syzdykbayeva A.D. – **Corresponding author**, Doctor of Philosophy, Associate Professor, Post-doctorate, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan.

Makasheva A.M. – Master of Public Health, Researcher at the Department of Scientific and Analytical Work, West Kazakhstan Marat Ospanov State Medical University, Aktobe, Kazakhstan.