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Digital socialization of students in the conditions of professional training

Abstract. *The article examines the role of socially responsible behavior of an individual in the digital space. The research has been implemented since 2021 as part of the scientific project "Social responsibility of students in the conditions of professional training in universities of Western Kazakhstan", IRN AR09058126, funded by the Committee of Science of the MSHE of the Republic of Kazakhstan. Modern university students are the future leaders of the state, therefore, their way of thinking and behavior determines the framework of sustainable development of the country. That is why the mission of the modern domestic university is to form a system of values of students through socially responsible education. The authors confirm the need for ideas and tools for the implementation of corporate social responsibility and personal social responsibility of students through high-quality educational programs in a digital university. The scientific and methodological basis was made up of the works of foreign scientists S.L. Davis, L.M. Rives, S. Ruiz-de-Maya; J.C.R. Sousa, E.S. Siqueira, E. Binotto, L.H.N. Nobre, etc. In order to confirm the relevance of the problem, the results of the diagnostics of the activity component, the indicator of which is the social activity of the individual, were presented. It was revealed that purposeful work is needed to develop an integral system of self-government for the majority of respondents, generally leading to an increase in the level of social responsibility of students.*

Keywords: *digitalization, online learning, responsible education, social responsibility of students.*

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Introduction

In recent years, digital data has massively permeated our lives. In addition to the global spread of the Internet and cultural changes in the networked society, we are now witnessing how large amounts of digital data dictate new rules for people's lives.

The educational practice existing all over the world is now defined as extraordinary distance education, which differs from other traditional types, such as distance education, online learning or others. The study points out how issues of social behavior – social injustice, inequality and the «digital divide» have worsened during the pandemic and need unique and targeted measures to eliminate them [1, 123 p.].

The problems associated with the digitalization of education are not new or unique in the context of a pandemic, but they are more acutely and emotionally perceived by all subjects of education.

It is well known that the new pandemic policy, pedagogy and practice of online education, distance learning and home schooling have become an integral part of political and economic reforms. For example, the World Bank is actively working with government ministries around

the world to provide online education, while the OECD speaks of COVID-19 as a crisis in the development of «human capital», and of the pandemic as “an opportunity for experimentation and for presenting new models of education and new ways of using face-to-face learning” [2].

The relevance of the problem of scientific research is due to the general state of development of the issue of social responsibility in the domestic and foreign scientific space and the very degree of importance of responsibility for a full-fledged harmonious social life of people in the modern world.

What is the role and place of socially responsible behavior of students in the digital space? It is well known that in modern scientific education in recent years, more and more attention has been paid to the relationship between knowledge and issues of social importance. In world practice, socio-scientific problems (SSI) - complex, often contradictory issues related to the development of science and technology, the development of society as a whole - are widely recognized as an important area of the educational program that contributes to the improvement of academic and scientific literacy of students. So, scientists L. Chen and S. Xiao determined that modern teachers partially understand the principles of teaching based on sociological problems, but they lack clear strategies in solving various problems, therefore, cooperation between stakeholders is necessary to support pedagogical practice [3, 370 p.]. It is important to take into account all these revealed facts for managers and specialists in the field of educational policy, as well as teachers at all levels of the education system.

The process of digitalization of modern education is also becoming relevant, requiring an increase in the social responsibility of students in the new IT realities. Thus, in the foreign scientific literature, the concept of «Technology-Enhanced Learning» (TEL) is increasingly used, meaning «technologized learning», which, according to Helen Bitem, Rona Sharp, is learning using technologies, including information and communication technologies (ICT), virtual reality, the Internet, mobile technologies, etc. [4, 256 p.].

Therefore, the purpose of this scientific work is to determine the place and role of socially responsible behavior of students in the digital space.

Methods

Global digitalization has required a modern person to master digital literacy, which inherently dictates socially responsible human behavior. Therefore, a sufficient level of social responsibility and the ability of an individual to implement socially responsible behavior in his life have their own specific place in the digital space.

Digital space is a space that integrates digital processes, means of digital interaction, information resources, as well as a set of digital infrastructures, based on regulatory norms, mechanisms of organization, management and use [5].

It is noted that for the educational system, the coronavirus is a kind of opportunity for a “great experiment of online learning” [6]. The crisis we are experiencing in connection with the pandemic is a natural experimental opportunity to demonstrate the effectiveness of digitalization of education.

In our opinion, it is a moral responsibility for universities to use the chance that has now fallen out to find out what is the role of socially responsible behavior of an individual in the process of digital learning itself. Because our task in the atmosphere of technologization and digitalization is to preserve the universal human qualities of students, relying on their personal and social responsibility to society. It does not matter whether online or offline learning dominates education, it is important that the student’s personality does not suffer damage from our joint actions.

In modern scientific works of domestic and foreign scientists, the problem of social responsibility has been sufficiently studied in recent years: problems of corporate and personal social responsibility - F. Rosati, R. Costa, A. Calabrese, E. Rahbek, G. Pedersen, J. Lee, M. Cho [7; 8]; development of scales of personal social responsibility S.L. Davis, M.R. Longinos, R.M. Salvador [9, 770 p.]; social responsibility of universities J.C.R. Sousa, E.S. Siqueira, E. Binotto,

L.H.N. Nobre [10, 264 p.]; relevance of the problem of social responsibility C. Roofe [11]; socio-pedagogical aspects of the upbringing of social responsibility among the younger generation (I.Yu. Novichkova, A.S. Gayazov, E.S. Kazakov, M.V. Nikolayev, G.Ya. Grevtsova, V.N. Lukin), etc.

The scientific and methodological value for our research is the following work *Personal Social Responsibility: Development and Verification of the Scale* by scientists-educators S.L. Davis, M.R. Longinos, R.M. Salvador. In their opinion, despite the trend in psychological and social science towards responsible consumption on the part of the individual, no research has analyzed responsible behavior as a multidimensional construct in areas unrelated to consumption. This study develops a reliable and reliable scale for measuring the PSR concept, which includes individual behavior from the point of view of a person as a citizen [9, 771 p.].

The work of J.C.R. Sousa, E.S. Siqueira, E. Binotto, L.H.N. Nobre titled *University Social Responsibility: Views and Achievements*, which analyzed the perception of professors, students, administrative staff and academic directors of social responsibility at four universities of Rio Grande do Norte (RN) in Brazil, is also of general importance. The study showed difficulties in assessing aspects of social responsibility due to the lack of discussion, poor socialization of students and discussion of the data obtained [1, 265 p.].

According to C. Roofe, in the context of the important role of standardized tests and performance assessments in the Jamaican education system, the problem of social responsibility is not given much attention, which has led to a constant decline in the moral and spiritual component of education in the country [11, 820 p.]. We agree with the opinion of a foreign scientist that the spiritual and moral component of society's life also depends on the level of social responsibility of each person's personality. Therefore, in modern conditions of digitalization of the life of an ordinary person, it is necessary to retain what is available, and even improve the quality of personal satisfaction from life and professional activity itself.

Within the framework of this project, the structure of social responsibility of a university student is presented in the form of a set of cognitive, motivational-value, active, reflexive-prognostic components, each of which corresponds to certain criteria and indicators.

So, in order to determine the level of social responsibility of students, diagnostics was carried out among the 1st-year students of the specialty "General Medicine" of Marat Ospanov West Kazakhstan Medical University. The general sample was 515 people, a representative sample was 188 people, 88 of them were students of the Russian department and 100 students of the Kazakh department. The survey was conducted during the fall semester of the 2020-2021 academic year anonymously and voluntarily in an online format via the Google Forms application via WhatsApp chat mailing list. The diagnostic complex includes: a method for diagnosing the level of subjective control of J. Rotter's adaptation of E.F. Bazhin, S.A. Golynskaya, A.M. Etkind, the questionnaire *Ideas About Social Responsibility*, V.E. Milman's methodology *Motivational Structure of Personality*, N.M. Peysakhov's methodology *The Ability of Self-Government*, A. Mehrabien's methodology, N. Epstein's *The Ability to Empathy*. All the data obtained were statistically processed by specialists of the Biostatistics Sector of the Research Activity Management Department of the Marat Ospanov ZKMU using the STATISTIKA 10 and SPSS 25 program (reference No. 361 dated 12.11.2022).

In this publication, we wanted to highlight in more detail the results of the study of the activity component, the indicator of which is the social activity of the individual. Thanks to the methodology «The Ability of self-government» by N.M. Peysakhov, the ability of a student to be proactive and socially useful at the university and beyond is determined; to accept additional functional responsibilities.

It is well known that the level of social activity of a person is closely related to the internal attitude of a person in demand in the current circumstances of the COVID-19 pandemic – to bear personal and social responsibility for what is happening, with his self-esteem and social maturity. Therefore, in socially responsible behavior, it is very important to determine whether the student is the subject of active activity or the object of the actions of other people and external circumstances, as well as whether he is able to bear responsibility for his actions.

Results

In 2022, the research group assessed the level of social responsibility among students, which is an important personality trait that determines a person's civic behavior in the digital space.

Using the methodology "The Technique of 'The Ability to Self-Government' (ASG test) by N.M. Peysakhov", the following results were obtained: out of 188 respondents, more than half (57%) showed a below average level in links (2-3) and in general ASG (20-36); a small part (32%) showed a low level in links (0-1) and in general ASG (0-19); the remaining part (11%) showed an average level in links (4-7) and in general ASG (37-50).

Using Spearman's rank correlation coefficient, the relationship between phenomena was determined, in which the actual degree of parallelism between the quantitative series of the studied features was determined and the closeness of the established relationship was assessed using a quantified coefficient.

Thus, in addition to self-assessment p (0.021706) and self-control (0.049503), statistical significance was revealed between groups and gender (Table 1, 2). Spearman PD rank correlations were removed in pairs, and the noted correlations were significant at the level of $p < 0.05000$.

Table 1

Spearman's Rank correlations

All groups	Peysakhov AC&OS	Peysakhov Fo	Peysakhov Gs	Peysakhov v P	Peysakhov DM	Peysakhov EvC	Peysakhov Sc
Peysakhov AC&OS	1.000000	0.452816	0.422113	0.224861	0.413432	0.319736	0.302834
Peysakhov Fo	0.452816	1.000000	0.372956	0.243514	0.208784	0.278330	0.342394
Peysakhov Gs	0.422113	0.372956	1.000000	0.114086	0.377254	0.283936	0.227540
Peysakhov P	0.224861	0.243514	0.114086	1.000000	0.180662	0.082211	0.340752
Peysakhov DM	0.413432	0.208784	0.377254	0.180662	1.000000	0.452425	0.363798
Peysakhov EvC	0.319736	0.278330	0.283936	0.082211	0.452425	1.000000	0.392612
Peysakhov Sc	0.302834	0.342394	0.227540	0.340752	0.363798	0.392612	1.000000

Table 2

Final results of Spearman's rank correlation

All groups	Gender (1-male 2-female)	Peysakhov AC&OS	Peysakho v Fo	Peysakho v Gs	Peysakh ov P	Peysakho v DM	Peysakhov EvC	Peysakho v Sc
Peysakhov AC&OS	2	1.000000	0.490269	0.450730	0.227671	0.414917	0.290841	0.306490
Peysakhov Fo	2	0.490269	1.000000	0.417094	0.170376	0.269562	0.390809	0.277480
Peysakhov Gs	2	0.450730	0.417094	1.000000	0.109182	0.401767	0.227996	0.183514
Peysakhov P	2	0.227671	0.170376	0.109182	1.000000	0.234573	0.080618	0.325822
Peysakhov DM	2	0.414917	0.269562	0.401767	0.234573	1.000000	0.368956	0.332247
Peysakhov EvC	2	0.290841	0.390809	0.227996	0.080618	0.368956	1.000000	0.378748
Peysakhov Sc	2	0.306490	0.277480	0.183514	0.325822	0.332247	0.378748	1.000000
Peysakhov AC&OS	1	1.000000	0.327843	0.298004	0.242731	0.404599	0.350392	0.201153
Peysakhov Fo	1	0.327843	1.000000	0.254316	0.416926	0.074564	-0.007944	0.458194
Peysakhov Gs	1	0.298004	0.254316	1.000000	0.122831	0.322613	0.374220	0.300487
Peysakhov P	1	0.242731	0.416926	0.122831	1.000000	0.078521	0.103631	0.372768
Peysakhov DM	1	0.404599	0.074564	0.322613	0.078521	1.000000	0.616530	0.442004
Peysakhov EvC	1	0.350392	-0.007944	0.374220	0.103631	0.616530	1.000000	0.396295
Peysakhov Sc	1	0.201153	0.458194	0.300487	0.372768	0.442004	0.396295	1.000000

Discussion

As the results show, the majority of the surveyed students (82%) had the results of the survey in the zone of low grades, which means that they do not yet have an integral system of self-government, but only individual links have been formed. They tend to worry a lot about their failures, but it doesn't go any further. Their emotional assessment prevails over rational analysis, that is a full cycle of self-government in this case does not even begin, and therefore is not formed.

And only 11% of respondents have a self-government system in general, but in this case there is a danger that this person is too calculating and rational, that he lacks emotions. They are encouraged to think, observe themselves, analyze their actions and actions from the point of view of balancing the rational and emotional.

Since the ability to self-government includes the following stages: analysis of contradictions or orientation in a situation; forecasting; goal-setting; planning; decision-making; evaluation criteria; self-control; correction, then the proposed recommendations for creating psychological and pedagogical conditions that increase the overall level of self-management of students should be focused on working on them.

In the educational process, pedagogical interest is also represented by the relationship of creativity with the formed cultural and social experience of the individual, the direct connection of which is also confirmed as a result of our practical experience in developing social responsibility among students in the framework of studying the discipline Psychology in the 1st year of the specialty General Medicine. Thus, R. Sharif's definition of the presence of a causal relationship (correlation) between acculturation and creativity through statistical modeling is considered quite sound and scientifically justified. Since the attributes of acculturation that generate

creativity are multicultural learning experience, individualistic type of culture, homogeneous cultural dyads and the strategy of acculturation of biculturalism. Therefore, acculturation, in addition to its well-founded connection with creativity, is a positive and significant predictor of innovation [12].

Conclusion

All educational reforms are carried out within the framework of state policy and involve the development of new approaches to increasing social responsibility among students. Within the framework of modern pedagogical theories, ideas of pedagogical support for self-regulating cognitive activity of students are being developed within the framework of constructivist pedagogy: self-regulation is studied as the most important condition for the organization of «continuous education», conditions for self-regulation of youth. In our opinion, it is self-regulation that contributes to the formation and increase of social responsibility among students, which supports stress resistance, performance, physical and mental health of the individual. Therefore, an important special role in the digital space belongs to the socially responsible behavior of modern university students. It is well known that the level of social activity of a person is closely related to the internal attitude of a person in demand in the current circumstances of the COVID-19 pandemic – to bear personal and social responsibility for what is happening, with his self-esteem and social maturity. Therefore, in socially responsible behavior, it is very important to determine whether the student is the subject of active activity or the object of the actions of other people and external circumstances, as well as whether he is able to bear responsibility for his actions.

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Кәсіби даярлық жағдайында білім алушыларды сандық жүйе бойынша әлеуметтендіру

Аңдатпа. Мақалада цифрлық кеңістіктегі тұлғаның әлеуметтік жауапты мінез-құлқының рөлі қарастырылады. Зерттеу 2021 жылдан бастап Қазақстан Республикасы Ғылым және жоғары білім министрлігі Ғылым комитеті қаржыландыратын «Батыс Қазақстанның жоғары оқу орындарындағы кәсіптік даярлық жағдайындағы білім алушылардың әлеуметтік жауапкершілігі», АР09058126 ИРН ғылыми жобасы шеңберінде іске асырылуда. Университеттердің қазіргі білім алушылары мемлекеттің болашақ көшбасшылары болып табылады, сондықтан олардың ойлау және мінез-құлқы көрінісі елдің тұрақты даму шеңберін анықтайды. Сондықтан қазіргі отандық университеттің миссиясы әлеуметтік жауапты білім беру арқылы студенттердің құндылықтар жүйесін қалыптастыру болып табылады. Авторлар цифрлық университет жағдайында сапалы білім беру бағдарламалары арқылы білім алушылардың корпоративтік әлеуметтік жауапкершілігі мен жеке әлеуметтік жауапкершілігін халықаралық-құқықтық нормаларды ұлттық заңдар мен заңға тәуелді актілерге трансформациялау жолымен мемлекетшілік деңгейде халықаралық міндеттемелерді іс жүзінде жүзеге асыру үшін идеялар мен құралдардың қажеттілігін растайды. Ғылыми және әдістемелік негізді шетелдік ғалымдар S. L. Davis, L. M. Rives, S. Ruiz-de-Maya; J. C. R. Sousa, E. S. Siqueira, E. Binotto, L. H. N. Nobre және т. б. еңбектері құрады. Мәселенің өзектілігін растау мақсатында жеке тұлғаның әлеуметтік белсенділігі көрсеткіші болып табылатын белсенділік компонентін диагностикалау нәтижелері сөз сөйледі. Респонденттердің көпшілігінде өзін-өзі басқарудың біртұтас жүйесін дамыту бойынша мақсатты жұмыс қажет екендігі анықталды, бұл жалпы білім алушылардың әлеуметтік жауапкершілік деңгейінің жоғарылауына әкеледі.

Түйін сөздер: сандық жүйеге көшіру, онлайн оқыту, жауапты білім беру, білім алушылардың әлеуметтік жауапкершілігі.

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Цифровая социализация обучающихся в условиях профессиональной подготовки

Аннотация. В статье рассматривается роль социально ответственного поведения личности в цифровом пространстве. Исследование реализуется с 2021 года в рамках научного проекта «Социальная ответственность обучающихся в условиях профессиональной подготовки в вузах Западного Казахстана», ИРН АР09058126, финансируемого Комитетом науки Министерства науки и высшего образования Республики Казахстан. Современные обучающиеся университетов являются будущими лидерами государства, следовательно, их образ мышления и поведения определяет рамки

устойчивого развития страны. Именно поэтому миссия современного отечественного университета заключается в формировании системы ценностей студентов через социально ответственное образование. Авторами подтверждается необходимость идей и инструментов для имплементации корпоративной социальной ответственности и личной социальной ответственности обучающихся через качественные образовательные программы в условиях цифрового университета. Научную и методологическую основу составили труды зарубежных ученых S.L. Davis, L.M. Rives, S. Ruiz-de-Maya; J.C.R. Sousa, E.S. Siqueira, E. Binotto, L.H.N. Nobre и др. В целях подтверждения актуальности проблемы выступили результаты диагностики деятельностного компонента, показателем которого является социальная активность личности. Было выявлено, что необходима целенаправленная работа по развитию целостной системы самоуправления у большинства респондентов, в целом приводящая к повышению уровня социальной ответственности обучающихся.

Ключевые слова: цифровизация, онлайн обучение, ответственное образование, социальная ответственность обучающихся.

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