Typical dynamic peculiarities of the spheres of manifestation of social activity among student youth

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Abstract. The purpose of the study presented in the article is an empirical study of typical dynamic peculiarities spheres of young people' social activity manifestation. The study sample consisted of 240 participants (Saratov region, Russia), including: university students ($n = 120$), age $M = 18.22$ ($SD = 0.87$) and high school students ($n = 120$), age $M = 16.43$; $SD = 0.53$. We used a questionnaire (R. M. Shamionov, I. V. Arendachiuk, E. E. Bocharova et al.) to register various forms of social activity and the degree of their manifestation, and the "Morphological Test of Life Values" technique (V. F. Sopov, L. V. Karpushina) to study various spheres of life. In the sample of students we have recorded a trend towards negative dynamics in the range of typical spheres of social activity manifestation, which, moreover, differs in its substantive multidirectionality. The study has shown that manifestation of various forms of social activity in the typical spheres of life is characterized by multidirectional dynamics of their motives' actualization, depending on the person's social and age-related status. The applied aspect of the problem under study can be implemented in the development of youth policy programs.

1 Introduction

Over the past decades, psychologists have been paying close attention to the problem of resources for society's innovative development, particularly, social activity of a person as a subject of life-sustaining activity. First of all, this is due to the modern status of the Russian society, which is distinguished by political, economic, social, and cultural heterogeneity and heterochronism, generating variability in the forms and types of social activity, its orientation, level characteristics of manifestation. A number of works by Russian and foreign researchers [1], [2], [3], [4] have shown that there are not only changes in the object of social reality, but also constant changes in the subject itself, in particular, through intermediate goals, in the process of searching and refining social life goals. Being a key characteristic of the subject, social activity is not only determined by community activities, but also determines and regulates it.

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The modern context of understanding social activity is associated with individual or group activities aimed at changing the person's social ego, place in the society (community), and the society (community) as a whole [5]. Social activity of a person and group, as it has been noted by researchers [6], [7], involves not only participation in public life, but, above all, an initiative-creative attitude to the areas of their social life, as well as to themselves as a social life subjects.

At the same time, researchers, focusing on the active role of the life-sustaining activity's subject, note that social activity of a person does not proceed mechanically within the logic of cause-and-effect relations [8]: the subject has the power to suspend his/her activity, delay or even "back off" it. Data from a number of studies [1], [9] indicates that selective social activity manifestation is largely determined by the procedural and effective characteristics of personal socialization. On the one hand, social activity is the effect of personal socialization, while on the other hand, it is the effect of subject's development, that is capable of conscious and systematic implementation of his/his social essence in accordance with social ideas, norms, values, and role positions learned during the socialization process.

Note that social activity manifestation is not limited to activities relevant to it, but implemented in various areas of social life, the range and variability of which is determined on the one hand, by their subjective significance for a person, based on his social status and current social situation, and on the other hand, by the functional orientation of social activity, determined by the specifics of the motives for its actualization in various life-sustaining activity areas.

The purpose of this study is to investigate the of typical dynamic peculiarities spheres of young people' social activity manifestation.

2 Materials and Methods

Participants. The sample consisted of 240 participants including university students ($n = 120$) (Saratov region, Russia), age $M = 18.22$ ($SD = 0.87$) and high school students ($n = 120$) (Saratov region, Russia), age $M = 16.43$; $SD = 0.53$. The samples are gender-balanced - female (56%) and male (44%).

Measures. To study various forms of social activity and the degree of their manifestation, we used a questionnaire (R. M. Shamionov, I. V. Arendachuk, E. E. Bocharova et al.) [9], which included 12 statements. The subjects were asked to rate the manifestation of their activity (altruistic, leisure, socio-political, Internet-network, civil, socio-economic, educational, spiritual, religious, protest, radical protest, subcultural) on a 5-point Likert scale (from min -1 to max - 5). To study the preferences in life spheres for the implementation of the respondents' social activity, at the same time fixing the motives for their actualization we used the "Morphological Test of Life Values" techniques (V. F. Sopov, L.V. Karpushina) [10], which included 112 statements, each of which had to be rated on a 5-point scale (from min -1 to max - 5).

Data analysis. The primary study data was processed using mathematical statistics' procedures: descriptive statistics; correlation analysis (r-Pearson). Statistical analysis was conducted with the aid of the Statistical Package for the Social Sciences (SPSS 22.0).

3 Results

Correlation analysis made it possible to identify statistically significant correlations between life spheres, various forms of social activity and the motives for their actualization in the sample of high school students (181 connections) and in the sample of university

students (49 connections), including 69 and 16 connections (respectively) with a high level of significance ($0.01 < p < 0.001$). The distribution in frequency of manifestation of highly significant correlations between life spheres and various forms of social activity in the samples under study is presented in Table 1.

Table 1. Distribution according to frequency of manifestation of highly significant correlations between life spheres and various forms of social activity in the samples of high school and university students

Life spheres	Social activity forms			
	High school students	CF	University students	CF
Professional life sphere	altruistic (2), leisure (1), Internet network (4), spiritual (1)	11.6	socio-economic (2), educational (3)	31.25
Educational sphere	altruistic (1), leisure (1), socio-economic (1), educational (2), spiritual (1), protest (1)	10.14	leisure (1), educational (1)	12.50
Family life sphere	altruistic (3), leisure (3), socio-political (1), Internet network (1), socio-economic (3), educational (1)	17.4	leisure (1), subcultural (1)	12.50
Social life sphere	altruistic (3), leisure (5), socio-political (3), civil (2), socio-economic (3), spiritual (2)	26.1	Internet network (2)	12.50
Hobbies	altruistic (4), leisure (4), civil (3), spiritual (4)	21.73	leisure (1), Internet network (1), spiritual (1), protest (1), subcultural (1)	31.25
Physical activity sphere	altruistic (2), leisure (2), civil (4), spiritual (1)	13.03	-	0

Note. The number in brackets indicates the number of correlations; CF is the frequency of correlations as a measure of the ratio of the number of correlations of a particular social activity form with the life sphere to their total number of correlation connections in the sample.

We adopted the frequency expression of highly significant correlations between a particular life sphere and social activity forms as a criterion for identifying manifestation of various typical spheres of social activity.

In the sample of high school students, the most typical areas of social activity manifestation are the spheres of social life, hobbies, and family life. In the social life sphere (26.1 - correlations manifestation frequency), there is a manifestation of such social activity forms as: altruistic, leisure, socio-political, civic, socio-economic, and spiritual ones.

Within social life sphere, the manifestation of activity in altruistic (volunteering) and leisure (travel, hobbies, etc.) activities is associated with the desire of high school students for self-development (.316; .287, respectively), self-change, creative self-realization (.265; .285), making new friends and expanding social contacts (.295; .315, respectively). At the same time, within leisure activities implementation related to achievement of certain life goals (.256), high school students are focused on confirming their own prestige (.299). Activity manifestation in the socio-political (participation in political meetings, rallies etc.) and socio-economic activities (combining work and study) is associated with the search for like-minded people, the possibility of clarifying and realizing their civil position (.273;

.280, respectively), the desire to change and creatively transform their social ego, their place in the society and, possibly, the society as a whole (.265; .279, respectively). It is important to note that actualization of the socio-political and socio-economic activity of young people is also associated with search for sources of income and dissatisfaction with their financial situation (-.322; -.368, respectively). While manifesting their civil (participation in the activities of non-political organizations etc.) and spiritual (passion for world art literature, painting etc.) activities, high school students are focused on the possibility of self-knowledge, self-development (.407; .265, respectively), changes and transformations of the surrounding reality (.252; .259, respectively).

In the hobby sphere (21.73 – frequency of correlations' manifestations), there is a display of altruistic, leisure, civil, spiritual activities. Implementation of activity in altruistic, leisure and spiritual activities is associated with the desire of students for self-culture (.399; .400; .408, respectively), creative self-realization (.291; .295; .378, respectively), expanding the social circle (.399; .373; .413, respectively), expectation of social approval and recognition from others (.283; .323; .388, respectively). In the case of civil activity actualization high school students demonstrate commitment to creative self-realization (.330), while focusing on the result of their activities (.243) and high appreciation from others (.270).

In the family life sphere (17.7), implementation of activity in the altruistic and leisure activities of high school students is associated with the desire for obtaining spiritual satisfaction (.348; .273, respectively), confirmation of their uniqueness and individuality by immediate family members (.323; .293, respectively), approval and recognition of their achievements by family members (.294; .273, respectively). The ability to clarify their socio-political orientations is a source of initiating socio-political activity in the family life sphere (.257). Manifestation of Internet-network activity is associated with search for additional sources of family income or their financial independence (.277). It is possible that implementation of socio-economic activity of school children in the family life sphere contributes to the development of their financial literacy (.348) and creative abilities in its implementation (.249), as well as to the expansion of sources for replenishing the family budget (.469). In addition, activity related to education in the family life sphere is connected with the possibility of expanding one's horizons (.266).

In the sample of university students, the typical spheres of social activity manifestation are: professional activity sphere (more precisely, educational and professional sphere) and hobbies.

Within professional (educational-professional) activity sphere (31.25 – frequency of correlations' manifestation), we have recorded manifestation of socio-economic and educational activities. Potentially, implementation of university students' socio-economic activity in the professional sphere (educational and professional sphere) is associated with the desire to achieve competitive and substantial results (.276), as well as with the search for additional sources of income (.330). In the case of the activity manifestation in educational activities (educational initiatives), we have observed striving for spiritual satisfaction (.234) in the hope of receiving positive assessment from others (.207).

In the hobby sphere (31.25), we can observe manifestation of leisure, Internet-network, spiritual, protest and subcultural activity. Within implementation of leisure activities in the hobby-related sphere, university students are focused on the approval and appreciation of peers confirming their prestige (.238). Manifestation of activity within Internet-network, spiritual, protest and subcultural activities are mainly associated with the ability to realize one's creative potential (.265; .276; .252; .241, respectively).

It should be noted that in the sample of university students there is a more than four-fold decrease in the number of correlation interrelations than in the sample of high school students.

4 Discussions

Summarizing the above-stated, we can point out a trend in the negative dynamics of students' social activity according to the spheres of its implementation. High school students are focused on a wider range of life spheres in the manifestation of their social initiatives, unlike university students, who demonstrated a significant narrowing of the range of the typical spheres of social activity implementation. We believe that explanation of this fact is associated with the procedural and productive "effects" of personal social self-determination. Perhaps, professional (educational and professional) students' self-determination as an "accomplished fact" is a factor for initiating educational activity in the relevant activity sphere, which is distinguished by subjective significance and at the same time acts as a factor in limiting the manifestation of other forms of social activity. According to researchers [1], [7], [9], the process of social self-determination in the public (social) area implies the subject's activity in search for his/her own way of life. In this regard, social activity is an important factor for such self-determination. Equally significant is the fact that through gaining the experience of social activities, a person joins various systems of relations, which contributes to a change not only in the forms of social activity, but also in the preferences of their implementation spheres in accordance with particular life values, its objective interests, as well as the requirements of the social situation [7], [9].

It should be noted that high school students' social activity is primarily associated with manifestation of altruism and indifferent attitude to others.

Another important result of the study, that deserves further attention, is connected with fixing the hierarchical structure of students' social activity motives. For high school students, the leading motives for the implementation of various social activity forms in typical spheres of life are self-development (22.4 - motive distribution frequency), creativity (22.4). Next, the frequency of occurrence presents motives of one's own prestige (15.5), expansion of social contacts (11.1), material well-being (11.1), achievements (4.4), spiritual satisfaction (4.4), and preservation of individuality (4.4). For university students, the leading motive for implementation of social activity in the typical spheres of life is creativity (40.0). Moreover, the frequency of occurrence presents the motives of one's own prestige (20.0), material well-being (20.0), achievements (10.0), and spiritual satisfaction (10.0). Significantly, among high school students and university students, the dominant motive for the implementation of social activity is creativity, the manifestation of which is revealed through the person's initiative and creative attitude to the spheres of his/her social life, as well as to him/herself as a subject of social life. No less important are the differences found in social activity motives of school children and students, manifestation of which can be observed through an increase in the degree of motives' manifestation related to one's own prestige, material well-being, achievements, spiritual satisfaction, and a decrease in the motives for expanding social contacts and preserving individuality in the university student sample. We can assume that this fact as a whole reflects multidirectional dynamics of level characteristics of the motives for social activity initiation.

5 Conclusion

The study of the dynamics of typical spheres of students' social activity manifestation allows us to state that social activity acts as a multi-activity unit, endowed with characteristics of multidirectionality, multiple levels and selectivity of the functional manifestation within social activity development.

According to the range of typical spheres of social activity manifestation we have recorded a tendency of negative dynamics among university students, which also differs by its content multidirectionality. Thus, for high school students the range of typical spheres of

social activity manifestation is represented by the spheres of social life, hobbies and family life, while for university students it is represented by the professional activity sphere (more precisely, educational and professional sphere) and hobbies.

We have revealed the multidirectional dynamics of various social activity forms and their manifestation in the typical spheres. When fixing the initiation of educational activities in a relevant (typical) activity sphere by university students, there is a tendency to de-actualize other social activity forms in other life spheres.

For both high school students and university students, a fairly stable motive for social activity implementation is creativity, which is manifested through a person's initiative and creative attitude to his/her social life spheres and to oneself. Meanwhile, in the university student sample we have recorded multidirectional dynamics of level characteristics of the initiating motives of social activity, which manifest themselves through the increase in the manifestation degree of some motives (personal prestige, material well-being, achievements, spiritual satisfaction) and a decrease in other motives (expanding social contacts, preserving individuality), which differ by a sufficiently stable manifestation degree in the sample of high school students.

In general, we would like to point out that the study develops interdisciplinary theoretical knowledge of modern social psychology, education psychology, expands the boundaries of the social activity problem field of an individual, group, and spheres of its implementation.

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