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Model of formation of social responsibility of students in the conditions of professional training

Abstract. *The article examines the process of formation of social responsibility of students in the conditions of professional training (on the example of a regional university in Western Kazakhstan). The aim of the study is theoretical substantiation, determination of the level of formation and development of a model for the formation of social responsibility of students in the context of vocational training. The concept of «social responsibility» is analyzed, the components of its structure are determined. Based on the analysis of foreign studies by J.C.R. Sousa, F. Rosati, L. Jaejin S.L. Davis et al. Presented the genesis of this phenomenon. The levels of formation of social responsibility of students in the conditions of professional training are substantiated: intuitive, reproductive, active. A program for diagnosing the level of social responsibility formation is presented. The diagnostic results ascertained the intuitive-reproductive levels of the formation of social responsibility of students at the West Kazakhstan Medical University named after M. Ospanov. A model of the formation of social responsibility of students in the context of vocational training has been developed.*

Keywords: *responsibility, social responsibility, university students, professional training, a model for the formation of students' social responsibility.*

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Introduction

The historical experience of the development of human civilization clearly demonstrates that all the major social transformations that have ever been carried out have been successful to the extent that the leading forces of society, both organized and individual, have consciously and responsibly participated in them. Responsibility, manifested in all spheres of an individual's life, acts as a criterion for evaluating his relationships and interaction with other members of society, the manifestation of his activities and its consequences in relation to society [1].

For modern Kazakhstan, in the conditions of the formation of the rule of law and civil society, a paradoxical situation has developed: on the one hand, the increasing influence of the globalization of the world has inevitably led to the expansion of individual freedom, independence and initiative, and on the other hand, the desire of the individual to assume responsibility only for his own actions, shifting responsibility for the ongoing changes in society to certain layers of it.

This indicates a crisis in the value system associated with large-scale egocentrism. In the behavior of an individual, both individually and in a group, striving to satisfy only his own

needs and interests, there is a disregard for other members of society, the elevation of his own «I» and the evaluation of the surrounding world through the prism of «mine» - «not mine», «profitable - not profitable». Thus, there is a narrowing of the concept of «responsibility», which is included in the system of values that determine both the spiritual and material aspects of human life and society as a whole.

Responsibility is perceived to a greater extent only as responsibility for the consequences of actions that contradict generally accepted rules and norms of behavior in society, losing their social purpose. But responsibility is not only a limiting factor of human behavior, but also a forming component of his activity in all spheres of interaction within society [2].

During the period of study at the university, professional socialization is an integral part of social responsibility, since one of the main criteria for the effective activity of a higher educational institution is the proportion of its graduates who are employed in their specialty. In this regard, the main task of the university is to prepare a graduate with a stable motivation and a civic position, ready to overcome difficulties in the

upcoming activities, certain professionally significant personal qualities and competencies, i.e. a professionally socialized specialist, thus, the current situation shows the urgent need to create a system of professional socialization of university students [3].

Methodology

Let's consider various theoretical and methodological approaches to the development of the concepts of «responsibility» and «social responsibility».

The issues of responsibility in the analysis of the problems of necessity and freedom are more or less covered in the works of B.P. Shubnyakov, E.M. Penkov, L.N. Kogan, G.E. Arefyev, A.K. Udelov and others [4].

Issues of responsibility in the form of encouragement or punishment by the state were considered by: A.R. Kornilov, A.R. Lavrentiev, S.N. Kozhevnikov, V.M. Lazarev, D.A. Lipinsky, G.Y. Prokopovich, O.V. Shcherbakova, O.S. Ioffe, A.V. Dulov, M.A. Krasnov, B.L. Nazarov, E.V. Chernykh, K.A. Novikov, V.A. Rybakov, A.S. Bulatov, D.B. Bobrova, M.I. Braginsky, etc. [4].

Table 1

The genesis of the concept of «social responsibility»

Period, authors of ideas	The essential characteristic of the approach
Ancient times (Platon, Aristotle)	The responsibility of a person for his actions.
Western European philosophy of the XVII - XVIII centuries (T. Hobbes, J. Locke, D. Hume)	For the first time, responsibility is associated with society (people's compliance with laws).
Marxist Philosophy (Marx, Lenin)	Social responsibility is connected with the idea of universal collective interconnection, universal emancipation.
The Soviet period (E.A. Anufriev, K.P. Buslov, N.A. Golovko, L.I. Grydunova, O.G. Drobnitsky, M.A. Markov, A.I. Orekhovskiy, B.P. Tugarinov, L.V. Fedotova, A.F. Shishkin, etc.).	The rise of the Marxist paradigm. Further development and strengthening of the comradely discipline of workers and a comprehensive increase in its amateur activity and consciousness of responsibility.
End of XX - beginning of XXI centuries	The essence of social responsibility is the idea of the relationship of a person with society and nature.
Currently	Social responsibility is seen as part of global citizenship.

Target component: Formation of social responsibility of students in the conditions of professional training			
Content component			
Components of social responsibility			
Social awareness	Moral orientation	Social activity	Social independence
Criteria of social responsibility			
Cognitive knowledge of basic socially approved strategies of role behavior and norms; knowledge of the content of basic social values and awareness of the personal and social significance of their norms	Motivational -value altruistic motives; prosocial values and value orientations, social orientation of recognized responsibility	Activity - based ability to take initiative and carry out socially useful activities in the educational space of the university and beyond; ability to assume additional responsibilities	Reflexive-predictive ability to foresee and predict the personal and socially significant consequences of their actions; ability to reflect on their own behavior, ability to empathy; the nature of attribution of responsibility
Procedural component			
Holistic pedagogical process of the university			
Approaches Axiological System Activity, etc.	Principles Ethical behavior Compliance with moral norms, etc.	Methods game modeling active web quest practical situations, etc.	
Pedagogical conditions			
Introduction of the attribute into the graduate model - social responsibility Integration of the phenomenon of social responsibility in the context of the entire Educational program Mastering the course «Global Citizenship» Creation of a unified socio-cultural environment of the internal life of the university for the involvement of students in socially significant activities			
Evaluation and performance component			
Result: the formation of components of social responsibility among students			
Levels of formation of social responsibility of students			
Intuitive	Reproductive	Active	

Figure 1 – Model of formation of social responsibility of students in the conditions of professional training

The results of the study of social responsibility as a factor determining the relationship of individuals within society are presented in the works of B.G. Afanasyev, A.P. Burenko, A.I. Orekhovskiy, A.F. Plahotny, V.I. Speransky, S.V. Karpukhin and others [4].

The works of I.Yu. Novichkova, A.S. Gayazov, E.S. Kazakov, M.V. Nikolaev, G.Ya. Grevtsova, V.N. Lukin, S.P. Akunina, I.M. Duranov, M.M. Plotkin, T.P. Skrebtsov, M.O. Antonova, A.T. Kozhokar and others are devoted to the socio-pedagogical aspects of the upbringing of social responsibility among the younger generation [4].

Let's consider the genesis and define the essence of the concept of «social responsibility» [5-9] (Table 1).

Within the framework of this study, the student's social responsibility is defined as an integrative quality of personality, 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 performance of direct educational and professional duties, as well as reflection on the results of her activities (Figure 1).

The structure of students' social responsibility includes cognitive, motivational-value, active and reflexive-prognostic components with appropriate criteria, indicators and a set of diagnostic techniques [10] (Table 2).

Levels of formation of social responsibility of students in the conditions of professional training: intuitive, reproductive, active [11].

Active level of formation of social responsibility of the student - demonstrates a high level of knowledge of social norms accepted in society, considers responsibility as a priority

Table 2

The content of diagnostic technology for studying students' social responsibility in the conditions of vocational training at the university

Component	Criteria	Indicators	Diagnostic methods
Social awareness	Cognitive	knowledge about basic socially approved strategies of role behavior and norms; knowledge about the content of basic social values and awareness of the personal and social significance of their norms.	Method of diagnosing the level of subjective control of J. Rotter. Questionnaire «Ideas about social responsibility».
Moral orientation	Motivational and value	altruistic motives; prosocial values and value orientations, social orientation of recognized responsibility.	Method «Motivational structure of personality» (V.E. Milman).
Social activity	Activity	the ability to take initiative and carry out socially useful activities in the educational space of the university and beyond; the ability to assume additional responsibilities.	Method «The ability of self-government» (N.M. Peisakhov).
Social independence	Reflexive-prognostic	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.	Method «The ability to empathy» (A. Mehrabien and N. Epstein).

property of the individual at the present stage, is capable of taking initiative and carrying out socially useful activities in the university and beyond; is able to predict personal and socially significant consequences not only of his actions; a high level of reflection and empathy.

The reproductive level of the student's social responsibility formation - demonstrates knowledge of social norms accepted in society, however, shows a sense of initiative and responsibility only when motivated to work by third parties (for example, a tutor); is able

to predict the personal and socially significant consequences of their actions based on a template.

The intuitive level of formation of the student's social responsibility demonstrates unsystematic knowledge of social norms accepted in society: the sense of responsibility is unstable, temporary, depends on mood and circumstances, most often manifests itself in situational self-control over activities, does not consider himself capable of making decisions, taking responsibility for possible consequences, low level of reflection and empathy.

Table 3

Descriptive statistics of all groups

Method	N obs.	Average	Trust- 95,000%	Trust - 95,000%	Median	Min	Max	Lower - Quartile	Upper - Quartile	Statistical deviations
Дж.Роттер Ид	188	6,07447	5,97523	6,17370	6,00000	4,00000	8,00000	6,00000	7,00000	0,689716
Дж.Роттер Ин	188	6,27128	6,12966	6,41289	6,00000	5,00000	8,00000	6,00000	7,00000	0,984274
Дж.Роттер Ис	188	6,55319	6,43487	6,67151	6,00000	4,00000	8,00000	6,00000	7,00000	0,822375
Дж.Роттер Ил	188	6,73404	6,60661	6,86148	6,00000	5,00000	8,00000	6,00000	8,00000	0,885722
Дж.Роттер Им	188	6,22340	6,11076	6,33604	6,00000	5,00000	8,00000	6,00000	7,00000	0,782895
Дж.Роттер Из	188	6,15426	5,98574	6,32277	6,00000	5,00000	8,00000	5,00000	7,00000	1,171239
Пейсахов АПиОС	188	4,00532	3,83148	4,17916	4,00000	1,00000	6,00000	3,00000	5,00000	1,208249
Пейсахов Пр	188	3,91489	3,73247	4,09732	4,00000	1,00000	6,00000	3,00000	5,00000	1,267948
Пейсахов Цл	188	3,93085	3,76647	4,09523	4,00000	1,00000	6,00000	3,00000	5,00000	1,142521
Пейсахов П	188	3,30851	3,14146	3,47557	3,00000	0,00000	6,00000	3,00000	4,00000	1,161104
Пейсахов ПР	188	3,65426	3,46826	3,84025	4,00000	0,00000	6,00000	3,00000	5,00000	1,292774
Пейсахов КрО	188	3,75000	3,57481	3,92519	4,00000	1,00000	6,00000	3,00000	5,00000	1,217629
Пейсахов Ск	188	3,52128	3,34493	3,69762	3,00000	0,00000	6,00000	3,00000	4,00000	1,225650
Эмпатия	188	21,83511	21,22870	22,44151	22,00000	10,00000	32,00000	19,00000	25,00000	4,214749
Дж.Роттер Ио	188	6,72872	6,57296	6,88448	7,00000	4,00000	8,00000	6,00000	8,00000	1,082592

Table 4

Descriptive statistics summary results(gender)

Method	Gen (1-male, 2-fem)	N obs.	Average	Trust- 95,000%	Trust - 95,000%	Median	Min	Max	Lower - Quartile	Upper - Quartile	Statistical deviations
Дж.Роттер Ид	2	134	6,08209	5,96533	6,19884	6,00000	5,00000	8,00000	6,00000	7,00000	0,683297
Дж.Роттер Ин	2	134	6,29851	6,12824	6,46877	6,00000	5,00000	8,00000	6,00000	7,00000	0,996459
Дж.Роттер Ис	2	134	6,55224	6,41553	6,68895	6,00000	5,00000	8,00000	6,00000	7,00000	0,800067
Дж.Роттер Ил	2	134	6,74627	6,59709	6,89545	6,00000	5,00000	8,00000	6,00000	8,00000	0,873043
Дж.Роттер Им	2	134	6,20896	6,07798	6,33993	6,00000	5,00000	8,00000	6,00000	7,00000	0,766543
Дж.Роттер Из	2	134	6,14179	5,94395	6,33963	6,00000	5,00000	8,00000	5,00000	7,00000	1,157863
Пейсахов АПиОС	2	134	4,07463	3,86133	4,28793	4,00000	1,00000	6,00000	3,00000	5,00000	1,248318
Пейсахов Пр	2	134	3,94030	3,71978	4,16082	4,00000	1,00000	6,00000	3,00000	5,00000	1,290574
Пейсахов Цл	2	134	3,97015	3,77590	4,16440	4,00000	1,00000	6,00000	3,00000	5,00000	1,136809
Пейсахов П	2	134	3,32090	3,13046	3,51133	3,00000	1,00000	6,00000	3,00000	4,00000	1,114503
Пейсахов ПР	2	134	3,67164	3,45411	3,88917	4,00000	0,00000	6,00000	3,00000	5,00000	1,273065
Пейсахов КрО	2	134	3,88060	3,68623	4,07496	4,00000	1,00000	6,00000	3,00000	5,00000	1,137500
Пейсахов Ск	2	134	3,64179	3,44478	3,83880	4,00000	1,00000	6,00000	3,00000	4,00000	1,152982
Эмпатия	2	134	21,55224	20,80800	22,29647	22,00000	10,00000	31,00000	18,00000	25,00000	4,355564
Дж.Роттер Ио	2	134	6,72388	6,53484	6,91292	7,00000	5,00000	8,00000	6,00000	8,00000	1,106317
Дж.Роттер Ид	1	54	6,05556	5,86134	6,24977	6,00000	4,00000	7,00000	6,00000	7,00000	0,711540
Дж.Роттер Ин	1	54	6,20370	5,94190	6,46550	6,00000	5,00000	8,00000	6,00000	6,00000	0,959159
Дж.Роттер Ис	1	54	6,55556	6,31451	6,79660	6,00000	4,00000	8,00000	6,00000	7,00000	0,883105
Дж.Роттер Ил	1	54	6,70370	6,45147	6,95593	6,00000	5,00000	8,00000	6,00000	8,00000	0,924093
Дж.Роттер Им	1	54	6,25926	6,03315	6,48537	6,00000	5,00000	8,00000	6,00000	7,00000	0,828392
Дж.Роттер Из	1	54	6,18519	5,85375	6,51662	6,00000	5,00000	8,00000	5,00000	7,00000	1,214287
Пейсахов АПиОС	1	54	3,83333	3,53457	4,13210	4,00000	2,00000	6,00000	3,00000	5,00000	1,094584
Пейсахов Пр	1	54	3,85185	3,51900	4,18470	4,00000	1,00000	6,00000	3,00000	5,00000	1,219456
Пейсахов Цл	1	54	3,83333	3,51631	4,15036	4,00000	1,00000	6,00000	3,00000	5,00000	1,161489
Пейсахов П	1	54	3,27778	2,92841	3,62715	3,00000	0,00000	6,00000	2,00000	4,00000	1,279986
Пейсахов ПР	1	54	3,61111	3,24217	3,98005	3,50000	1,00000	6,00000	2,00000	5,00000	1,351682
Пейсахов КрО	1	54	3,42593	3,05628	3,79557	3,00000	1,00000	6,00000	3,00000	4,00000	1,354264
Пейсахов Ск	1	54	3,22222	2,85233	3,59211	3,00000	0,00000	6,00000	2,00000	4,00000	1,355167
Эмпатия	1	54	22,53704	21,50248	23,57160	23,00000	11,00000	32,00000	20,00000	25,00000	3,790320
Дж.Роттер Ио	1	54	6,74074	6,45925	7,02223	7,00000	4,00000	8,00000	6,00000	7,00000	1,031306

Table 5

Descriptive statistics summary results (Age)

Method	Age (16-18-1, 19-21-2, 21+-3)	N obs	Average	Trust-95,000%	Trust-95,000%	Median	Min	Max	Lower - Quartile	Upper - Quartile	Statistical deviations
Дж.Роттер Ио	1	163	6,71166	6,54264	6,88068	7,00000	4,00000	8,00000	6,00000	8,00000	1,092759
Дж.Роттер Ид	1	163	6,07362	5,96690	6,18034	6,00000	4,00000	8,00000	6,00000	7,00000	0,689948
Дж.Роттер Ин	1	163	6,27607	6,12401	6,42813	6,00000	5,00000	8,00000	6,00000	7,00000	0,983119
Дж.Роттер Ис	1	163	6,53988	6,41330	6,66645	6,00000	4,00000	8,00000	6,00000	7,00000	0,818350
Дж.Роттер Ил	1	163	6,74847	6,61169	6,88525	6,00000	5,00000	8,00000	6,00000	8,00000	0,884319
Дж.Роттер Им	1	163	6,20859	6,08896	6,32822	6,00000	5,00000	8,00000	6,00000	7,00000	0,773432
Дж.Роттер Из	1	163	6,13497	5,95594	6,31399	6,00000	5,00000	8,00000	5,00000	7,00000	1,157452
Пейсахов АПиОС	1	163	4,06748	3,88389	4,25108	4,00000	1,00000	6,00000	3,00000	5,00000	1,187012
Пейсахов Пр	1	163	3,98160	3,78605	4,17714	4,00000	1,00000	6,00000	3,00000	5,00000	1,264288
Пейсахов Цл	1	163	3,96319	3,78386	4,14252	4,00000	1,00000	6,00000	3,00000	5,00000	1,159446
Пейсахов П-	1	163	3,36196	3,18517	3,53875	3,00000	0,00000	6,00000	3,00000	4,00000	1,142998
Пейсахов ПР	1	163	3,71779	3,52757	3,90801	4,00000	1,00000	6,00000	3,00000	5,00000	1,229821
Пейсахов КрО	1	163	3,80368	3,62111	3,98625	4,00000	1,00000	6,00000	3,00000	5,00000	1,180390
Пейсахов Ск	1	163	3,52147	3,33452	3,70842	3,00000	0,00000	6,00000	3,00000	4,00000	1,208700
Эмалатия	1	163	22,06748	21,42145	22,71352	23,00000	11,00000	32,00000	19,00000	26,00000	4,176845
Дж.Роттер Ио	2	17	6,76471	6,26590	7,26351	7,00000	5,00000	8,00000	6,00000	7,00000	0,970143
Дж.Роттер Ид	2	17	6,05882	5,72018	6,39747	6,00000	5,00000	7,00000	6,00000	6,00000	0,658653
Дж.Роттер Ин	2	17	6,11765	5,67676	6,55853	6,00000	5,00000	8,00000	6,00000	6,00000	0,857493
Дж.Роттер Ис	2	17	6,58824	6,17938	6,99709	7,00000	5,00000	8,00000	6,00000	7,00000	0,795206
Дж.Роттер Ил	2	17	6,64706	6,16814	7,12598	6,00000	6,00000	8,00000	6,00000	8,00000	0,931476
Дж.Роттер Им	2	17	6,41176	5,96432	6,85921	7,00000	5,00000	8,00000	6,00000	7,00000	0,870260
Дж.Роттер Из	2	17	6,29412	5,67062	6,91762	7,00000	5,00000	8,00000	5,00000	7,00000	1,212678
Пейсахов АПиОС	2	17	3,70588	2,96159	4,45018	3,00000	2,00000	6,00000	3,00000	5,00000	1,447615
Пейсахов Пр	2	17	3,41176	2,75487	4,06866	3,00000	1,00000	5,00000	3,00000	5,00000	1,277636
Пейсахов Цл	2	17	3,70588	3,16772	4,24405	4,00000	2,00000	5,00000	3,00000	5,00000	1,046704
Пейсахов П-	2	17	2,82353	2,18768	3,45938	3,00000	1,00000	5,00000	2,00000	3,00000	1,236694
Пейсахов ПР	2	17	3,00000	2,09110	3,90890	3,00000	0,00000	6,00000	2,00000	4,00000	1,767767
Пейсахов КрО	2	17	3,17647	2,37922	3,97372	3,00000	1,00000	6,00000	2,00000	4,00000	1,550617
Пейсахов Ск	2	17	3,58824	2,83744	4,33903	3,00000	1,00000	6,00000	3,00000	5,00000	1,460258
Эмалатия	2	17	20,47059	18,32652	22,61465	21,00000	10,00000	26,00000	18,00000	23,00000	4,170097
Дж.Роттер Ио	3	8	7,00000	6,00076	7,99924	7,50000	5,00000	8,00000	6,00000	8,00000	1,195229
Дж.Роттер Ид	3	8	6,12500	5,42732	6,82268	6,00000	5,00000	7,00000	5,50000	7,00000	0,834523
Дж.Роттер Ин	3	8	6,50000	5,40539	7,59461	6,00000	5,00000	8,00000	5,50000	8,00000	1,309307
Дж.Роттер Ис	3	8	6,75000	5,88464	7,61536	6,00000	6,00000	8,00000	6,00000	8,00000	1,035098
Дж.Роттер Ил	3	8	6,62500	5,85910	7,39090	6,00000	6,00000	8,00000	6,00000	7,50000	0,916125
Дж.Роттер Им	3	8	6,12500	5,42732	6,82268	6,00000	5,00000	7,00000	5,50000	7,00000	0,834523
Дж.Роттер Из	3	8	6,25000	5,00596	7,49404	5,50000	5,00000	8,00000	5,00000	8,00000	1,488048
Пейсахов АПиОС	3	8	3,37500	2,60910	4,14090	3,00000	2,00000	5,00000	3,00000	4,00000	0,916125
Пейсахов Пр	3	8	3,62500	2,63203	4,61797	3,00000	2,00000	5,00000	3,00000	5,00000	1,187735
Пейсахов Цл	3	8	3,75000	2,88464	4,61536	3,50000	3,00000	6,00000	3,00000	4,00000	1,035098
Пейсахов П-	3	8	3,25000	2,17844	4,32156	3,00000	2,00000	6,00000	2,50000	3,50000	1,281740
Пейсахов ПР	3	8	3,75000	2,77607	4,72393	4,00000	2,00000	6,00000	3,00000	4,00000	1,164965
Пейсахов КрО	3	8	3,87500	3,04648	4,70352	4,00000	3,00000	6,00000	3,00000	4,00000	0,991031
Пейсахов Ск	3	8	3,37500	2,38203	4,36797	3,00000	2,00000	6,00000	3,00000	3,50000	1,187735
Эмалатия	3	8	20,00000	16,12998	23,87002	22,00000	11,00000	24,00000	17,50000	23,00000	4,629100

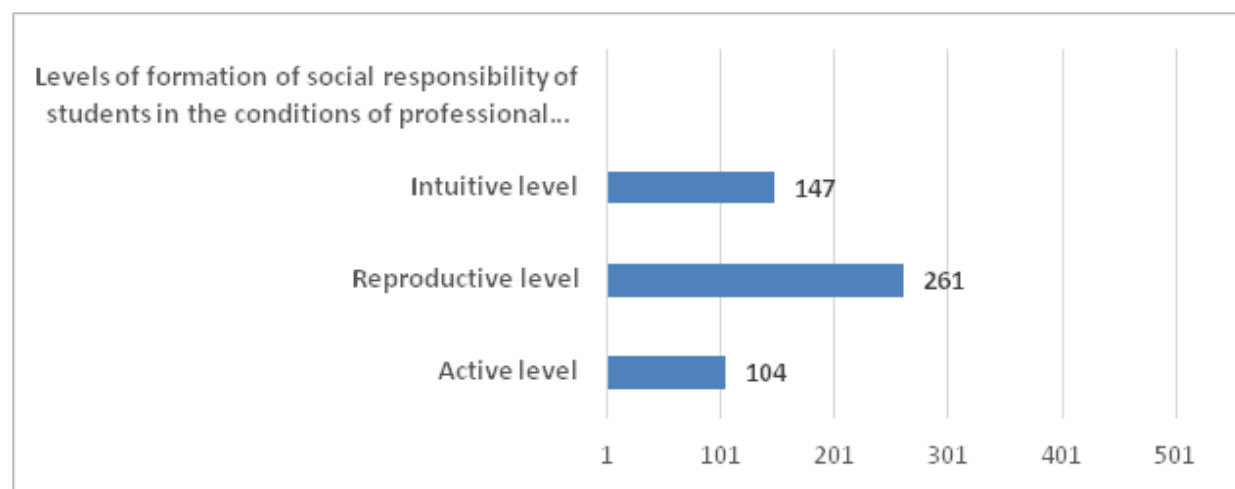


Figure 2 Results of the ascertaining stage of the study

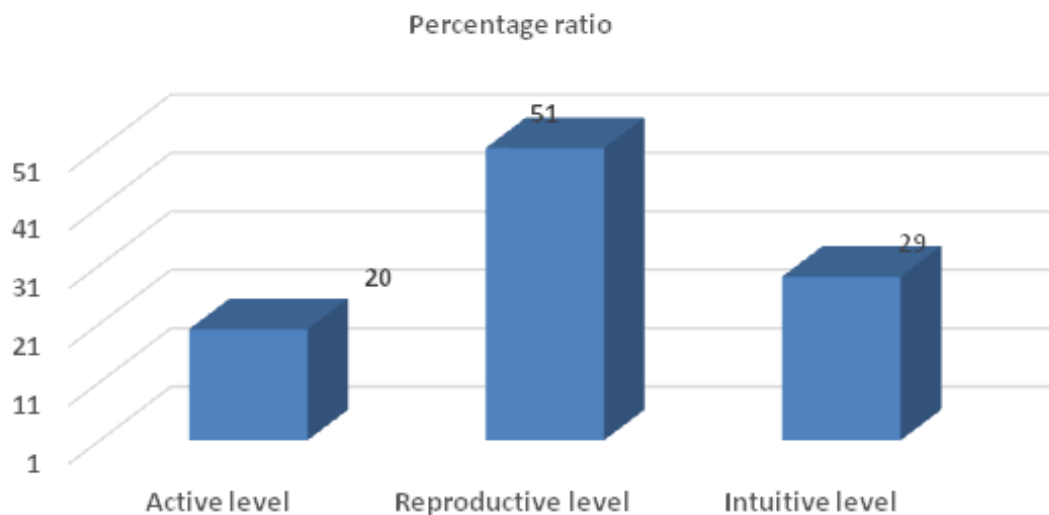


Figure 3 Results of the ascertaining stage of the study (percentage)

Results and Discussion

The sample consisted of 515 students enrolled in the 1st year of the specialty «General Medicine» of Marat Ospanov West Kazakhstan Medical University. Socio-demographic data of the sample:

- the prevailing number of respondents - students aged 16-18 years (86%), 19-21 years (9%) and 22 years (4%);
- 71,2% (134 the respondents are female, the remaining 28.7% (54 people) are male.

Due to the restrictions of the quarantine training regime, the survey was conducted anonymously and voluntarily in an online format through the Google Forms application via WhatsApp chat mailing. All the data obtained were statistically processed by specialists of the Biostatistics Sector of the Research Activity Management Department of Marat Ospanov ZKMU using the STATISTIKA 10 and SPSS 25 programs (Table 3-5).

Summary data on the levels of formation of social responsibility of students in the conditions of vocational training of the university (Figure 2-3) stated intuitive reproductive levels.

Conclusion

Responsibility is a personally significant and highly demanded personal characteristic

in the social aspect of human life. In almost all spheres of modern life, responsibility is a kind of condition and a guarantee of its successful constructive implementation. And as a result, we get a wide range of problems and questions of this phenomenon - the definition of semantic and structural content, forms and conditions of manifestation, creative and regulatory potential of responsibility as a personal trait of an individual, etc.

In the Marat Ospanov West Kazakhstan Medical University in the education of the personality of a modern citizen with a high level of social responsibility, an important role belongs to the Youth Affairs Department, the center for the implementation of youth policy ideas based on civil-patriotic and spiritual-moral education. In the formation of the ideal image of a modern doctor from a moral point of view, great merit belongs to the curators, primarily their creative activity. The analysis of the plan of educational work of the departments and, in particular, curators, showed that the curatorial hours, events, round tables, thematically and in content correspond to the orientation of generally accepted state strategic documents (the President's Message, the concepts of «Mangilik el», «Uly Dala Eli», the program «Rukhani zhangyru», etc.), however, according to the results of the study, this is not enough for the formation of social responsibility.

Increasing the social responsibility of the student, being a continuous process of personal conscious formation of a person, needs comprehensive support from both teaching staff and society. Therefore, the formation and increase of the social responsibility of the student's personality is realized in the educational process when creating favorable social, psychological and pedagogical conditions at a certain personal stage of development with predetermined attitudes and expected results. Within the framework of the study, we have identified the following pedagogical conditions for the formation of social responsibility of students in the conditions of professional training as: «introduction of the

attribute – social responsibility into the graduate model»; «integration of the phenomenon of social responsibility in the context of the entire Educational program», «mastering the course «Global Citizenship», «creation of a unified socio-cultural environment of the internal life of the university to involve students in socially significant activities».

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Кәсіби даярлау жағдайында білім алушылардың әлеуметтік жауапкершілігін қалыптастыру моделі

Аңдатпа. Мақалада кәсіби дайындық жағдайында студенттердің әлеуметтік жауапкершілігін қалыптастыру процесі қарастырылған (Батыс Қазақстандағы аймақтық университет мысалында). Зерттеудің мақсаты – кәсіптік оқыту жағдайында студенттердің әлеуметтік жауапкершілігін қалыптастыру моделін теориялық негіздеу, қалыптасу деңгейін анықтау және дамыту. «Әлеуметтік жауапкершілік» түсінігі талданды, оның құрылымының құрамдас бөліктері айқындалды. Шетелдік ғалымдар J.C.R. Sousa, F. Rosati, L. Jaejin S.L. Davis және басқалар зерттеулерді талдау негізінде осы құбылыстың генезисін ұсынды. Кәсіби дайындық жағдайында студенттердің әлеуметтік жауапкершілігін қалыптастыру деңгейлері негізделген: интуитивтік, репродуктивті, белсенді. Әлеуметтік жауапкершілікті қалыптастыру деңгейін диагностикалау бағдарламасы ұсынылған. Диагностикалық нәтижелер М. Оспанов атындағы Батыс Қазақстан медицина университетінде студенттердің әлеуметтік жауапкершілігін қалыптастырудың интуитивті-репродуктивті деңгейлерін анықтады. Кәсіптік оқыту жағдайында студенттердің әлеуметтік жауапкершілігін қалыптастыру моделі әзірленді.

Түйін сөздер: жауапкершілік, әлеуметтік жауапкершілік, ЖОО студенттері, кәсіптік оқыту, студенттердің әлеуметтік жауапкершілігін қалыптастыру үлгісі.

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Модель формирования социальной ответственности обучающихся в условиях профессиональной подготовки

Аннотация. В статье рассматривается процесс формирования социальной ответственности обучающихся в условиях профессиональной подготовки (на примере регионального вуза Западного Казахстана). Целью исследования является теоретическое обоснование, определение уровня сформированности и разработка модели формирования социальной ответственности обучающихся в условиях профессиональной подготовки. Проанализировано понятие «социальная ответственность», определены компоненты ее структуры. На основе анализа зарубежных исследований J.C.R. Sousa, F. Rosati, L. Jaejin S.L. Davis и др. представлен генезис возникновения данного феномена. Обоснованы уровни сформированности социальной ответственности обучающихся в условиях профессиональной подготовки: интуитивный, репродуктивный, активный. Представлена программа диагностики уровня сформированности социальной ответственности. Результаты диагностики констатировали интуитивно-репродуктивный уровни сформированности социальной ответственности обучающихся в Западно-Казахстанском медицинском университете имени М. Оспанова. Разработана модель формирования социальной ответственности обучающихся в условиях профессиональной подготовки.

Ключевые слова: ответственность, социальная ответственность, обучающиеся вуза, профессиональная подготовка, модель формирования социальной ответственности обучающихся.

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