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FACTORS OF DEVELOPING STUDENTS' SOCIAL INITIATIVE IN EDUCATIONAL INSTITUTIONS

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Abstract: This article analyzes the main factors and mechanisms that influence the increase in social initiative and activity of students in higher education institutions. The author highlights the issues of students' acquisition of not only theoretical knowledge, but also the development of practical skills (soft skills) through their participation in social projects, volunteering, and self-government bodies. The study comprehensively studies the socio-psychological environment in an educational institution, the incentive system, the traditions of the teacher-student relationship, and the impact of modern information technologies on student activity. The article also puts forward practical proposals and recommendations for the formation of leadership, initiative, and responsibility in students.

Keywords: students, social initiative, higher education, volunteering, social activity, soft skills, leadership, self-management, motivation.

Аннотация: В данной статье анализируются основные факторы и механизмы, влияющие на повышение социальной инициативы и активности студентов в высших учебных заведениях. Автор освещает вопросы приобретения студентами не только теоретических знаний, но и развития практических навыков (мягких навыков) посредством участия в социальных проектах, волонтерстве и органах самоуправления. В исследовании всесторонне изучается социально-психологическая среда в учебном заведении, система поощрений, традиции взаимоотношений преподавателя и студента, а также влияние современных информационных технологий на активность студентов. В статье также предлагаются практические рекомендации по формированию лидерских качеств, инициативы и ответственности у студентов.

Ключевые слова: студенты, социальная инициатива, высшее образование, волонтерство, социальная активность, мягкие навыки, лидерство, самоорганизация, мотивация.

In today's rapidly developing era, one of the main tasks facing the higher education system is to train not only deep theoretical knowledge, but also highly socially responsible, proactive and adaptable specialists. The student period is a crucial stage in the socio-professional formation of a person, and increasing their social initiative during this period is of particular importance, since socially active and proactive young people become drivers of innovative development of society and social change. Although modern pedagogy and psychology pay great attention to the development of students' leadership qualities and practical skills (soft skills), in practice, many

students are hesitant in putting forward their ideas and passivity in a social environment. This creates the need for a systematic analysis of the factors that stimulate students' social activity in educational institutions and the creation of favorable conditions for them to demonstrate their potential. The main goal of this study is to identify pedagogical, psychological and organizational factors that affect the development of students' social initiative in higher educational institutions and to develop practical recommendations for increasing their social activity. To achieve this goal, the following tasks are set: to clarify the essence of the concept of students' social initiative, to assess the socio-psychological environment and incentive system in an educational institution, as well as to determine the role of volunteering and student self-government bodies in the formation of initiative. Social initiative is a feature of a person's voluntary activity in the interests of society, an educational institution or a specific group, to put forward new ideas and projects, and to take responsibility for their implementation. From a psychological point of view, initiative is largely related to a person's internal motivation, self-confidence and level of empathy. The development of these qualities at a student age creates the basis for achieving high results in the professional field in the future. The main factors for the development of social initiative can be divided into three groups: the first is pedagogical and organizational factors, which include infrastructure, grants for social projects and the activities of clubs; the second is psychological factors, which include motivation, emotional intelligence and self-confidence; the third is socio-environmental factors, which include sincere communication with peers and teachers and an atmosphere of freedom in the institution. Increasing student activity is carried out through several important practical areas. In particular, through the student self-government system and the student council, they learn to protect their rights and interests and independently manage projects. Volunteering strengthens students' sense of responsibility and benefit to society, as well as empathy. Also, through startups and academic projects, students have the opportunity to apply their theoretical knowledge in practice. Often, students' passivity is caused by fear of failure, lack of experience, inability to properly allocate time, and insufficient mechanisms for supporting initiatives. To overcome these obstacles, it is necessary to strengthen the "teacher-student" tradition in educational institutions, create special platforms and discussion clubs for students to present their ideas. Increasing the social initiative of students in higher education institutions is a multifaceted process that has a positive impact not only on their personal and professional development, but also on the entire educational environment. Only when a student feels like an active subject of education and the social environment, a sense of leadership and responsibility is formed in him. Based on the research results, the following practical recommendations are put forward: first, to establish small project and incubation centers that support students' social and innovative ideas; second, to increase soft skills training for students in time management, public speaking, and project management; third, it is necessary to improve the system of supporting socially active and enterprising students not only through grades, but also through grants, letters of recommendation, and incentive scholarships. In increasing students' social initiative, their internal and external motivation is the main driver. Internal motivation arises from the student's need to demonstrate his potential, benefit society, and develop personally. External motivation is provided by moral and material incentives provided by the educational institution - incentive scholarships , honorary certificates, letters of recommendation for international projects and rector's grants. Also, the higher the level of confidence in a student's own strength and success, the less afraid he is to take on social projects and take on responsibility. The influence of the pedagogical and organizational environment. The pedagogical environment in an educational institution can either stifle student initiative or, conversely, stimulate it. Interactive teaching methods, project-oriented education and case study

methods form analytical and social thinking in students during the lesson process. At the same time, the implementation of an open door policy in higher education institutions, that is, the transparency of communication between students and management, allows students to freely express their ideas and problems. The role of professors and teachers as mentors in the teacher-student system also helps students to properly formulate projects. Assessment and monitoring of social activity. In order to continuously support student initiative, the introduction of rating and monitoring systems that assess their activity will give effective results. For example, through the student portfolio system, not only the academic achievement of each student, but also his participation in social projects, volunteer hours, organized events, and sports and cultural activities are calculated. These indicators serve as important criteria for preparing a recommendation for a student to enter a master's degree or get a job in the future. Digital technologies and social projects. For modern students, the digital environment and social networks have become the fastest platform for promoting social initiatives. Through online volunteering, educational and environmental challenges on social networks, crowdfunding, and digital media campaigns, students have the opportunity to quickly convey their ideas to a wide audience. The creation of digital infrastructure and media centers by an educational institution serves to increase the social activity of students several times. From a psychological point of view, collective and intergroup relations play a special role in the formation of social responsibility in students. Creating an environment of healthy competition and cooperation among students accelerates their social integration. In particular, senior students play a significant role in the process of adapting first-year students to the social life of an educational institution. Through the coaching and tutoring system, experienced students impart skills to newly admitted students to participate in social projects. In the development of social initiative, it is also necessary to ensure the continuity of science and education. The social ideas put forward by students often serve as the basis for their research and graduation qualification works. The implementation of scientific research results in the form of social projects not only enriches the student's theoretical knowledge, but also forms social entrepreneurship skills in him. In order to maintain the activity of students in higher education institutions, it is necessary to establish sociological questionnaires and feedback systems that regularly study their opinions. By identifying the needs, interests and obstacles faced by students, the institution's management will have the opportunity to timely adjust the social and organizational environment.

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