

# Formation of Social Responsibility as a Comprehensive Strategy of Personality Behaviour among Students of Pedagogics

Aray Konyrova<sup>1\*</sup>, Saltanat Akhtanova<sup>2</sup>, Ardak Mutaliyeva<sup>3</sup>, Tolkyn Slambekova<sup>4</sup>,  
Kamchat Zhumabayeva<sup>5</sup>

<sup>1 2 3 4 5</sup>Faculty of Social Sciences, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan

aray.konyrova@gmail.com  
saltanat.akhtanova@proton.me  
ardak.mutaliyeva@protonmail.com  
to.slambekova1@proton.me  
kamchat.zhumabayeva@hotmail.com

\*Corresponding Author

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**Abstract:** The purpose of the paper is to study the peculiarities of the manifestation of social responsibility among students of pedagogics. The levels of teacher training qualifications were compared to the European Qualifications Framework for Lifelong Learning within the framework of the Bologna process. Data collection involved a set of 22 variables under three categories - Activity, Orientation, and Regulation - to measure aspects of social responsibility among 1st and 3rd year students at a Kazakh university. Survey results obtained revealed that there are differences in the formation of social responsibility among students from different courses and stages of the learning process. Results identified the prevalence social responsibility of a situational nature among elementary students, while senior students showed a significantly higher interest. It was found that the students of various pedagogical specialties retained an understanding of the essence of social responsibility but there were qualitative differences in the content and structure of understanding social responsibility. The results conclude that internal and external motivators contribute to the process of forming social responsibility.

**Keywords:** Professional self-development, Social competence, Social responsibility of the teacher, System of values, Training of future teachers

## 1. Introduction

A large number of transformational processes are taking place in modern society. They tremendously affect all public spheres, including the education system. The higher education sphere is a strategically important social institution, as it implements the process of shaping the aspect of the professional orientation of an individual. The professionalism of the teacher has great opportunities to influence the social nature of the educational process in the upbringing of the younger generation. As noted by K.S.A. Hakim (2021), the personal qualities of the subjects of the educational process of a pedagogical orientation, the positions of a moral and civil nature, the ability to self-improve, while maintaining personal boundaries, are the factors that form their professional competence.

A significant component for the qualitative implementation of this segment is the formation of social responsibility of students of pedagogics. Analyzing the definition of this characteristic element, it is worth noting that this serves as a property of the subjects that reflects their relation of labor to the results and content, to other subjects, as well as directly to oneself in professional activities. At the same time, Berei (2020) notes that this is a multi-component, multi-aspect and complex category, which

manifests itself in the characteristics of the subject in interaction with society. According to the position of K.L. Simonton & V.N. Shiver (2021), the manifestation and formation of social responsibility are conditioned by internal values and needs. According to Tan et al (2022), the value characteristic of this aspect comprises complementary and interrelated blocks, namely, the value of a personal, social and state nature. If we consider social responsibility solely from the viewpoint of determining personal value, it will be characterized by a stream of constant changes. In other words, it is a person who is the object of their own development and the subject that implements it as well as is responsible for the result. Studying the process of formation of social responsibility through the prism of analyzing the modern requirements of the educational process, it is worth noting that this will manifest itself not only in the reliability and diligence of subjects to make certain decisions, but also in the readiness and ability, the manifestation of one's own initiative, self-regulation, the delegation of personal responsibility in communication with other participants in the field of education, as well as in the assimilation of one's own participation in the lives of other people.

Based on the definitions provided, the formation of social responsibility at the stage of obtaining higher education is important at the stage of implementing professional activities in the future. Also, the importance of this aspect is due to the fact that it provides an opportunity to train qualified specialists in pedagogics, whose task in the future is to implement a high-quality educational process for the younger generation of Kazakhstan. It should also be noted that future specialists' awareness of the importance of their future professional activities, as well as the assimilation of its basic principles and essence, will ensure the high quality of the educational process and life in general for the younger generation, as it will be based on important social values. As noted by Simpson & Aprim (2018), social responsibility reveals exclusivity in the formation of meanings and the resolution of problems of a professional nature. It is important to mention that this aspect in the educational process cannot be formed spontaneously from year to year, but requires purposeful and consistent study. It should be noted that an important part of the modernized educational process in Kazakhstan is the participation in the Bologna process, which necessitates an analysis of qualification levels in the training of teachers with the levels of the European Qualifications Framework for Lifelong Learning (2017). Based on this, in order to provide a qualitative implementation of the formation of social responsibility among students of pedagogical specialties, it is important to implement the learning process in a holistic and comprehensive manner, which will provide students with the foundations for the development of their professional thinking.

Based on the foregoing, the importance of conducting a study is due to the fact that it will provide an opportunity to reveal the features of the formation of social responsibility, taking into account the modern period of development of Kazakhstan. Based on the consideration of these features at various stages of the educational process, it will enable adjusting the program for the formation of social responsibility among students of pedagogical specialties, thereby improving the quality of the implementation of this segment.

## **2. Materials and Methods**

The research, the scope of which included the study of the process of formation of social responsibility among students of pedagogical specialties, was carried out through the use of various methodological approaches that reveal both theoretical and practical aspects of the paper. The need to use the theoretical approach is due to the fact that, thanks to its introduction into scientific paper, the concept of social responsibility was analyzed in detail, its essence and characteristic features of the formation process were revealed. The importance of forming social responsibility among students of pedagogical specialties was revealed through the use of a functional approach. Using the logical analysis method, a survey was conducted among students of Kazakhstani students of different years, namely 1st and 3rd years, based on indicators of 22 responsibility variables. The survey method provided an opportunity to study the results of the variables used during the survey, in which 586 students took part; a survey was also conducted among a given number of students on the formation of the cognitive component of social responsibility; in this regard, the predominance of the manifestation of social responsibility of a situational nature was revealed among students of initial courses in comparison with students of senior courses, since the indicators of the severity of the characteristics of the latter were significantly higher.

Using the method of multidimensional functional diagnostics in the research, it was found that students retain an understanding of the essence of social responsibility and have an idea about this quality. The dogmatic method provided an opportunity to identify qualitative differences in the content and structure of the understanding of social responsibility by students of pedagogical specialties. Based on the use of the system analysis method, it was revealed that the presence of these differences made it possible to conclude that internal and external motivators are involved in the process of forming social responsibility. The deduction method enabled characterizing the concept, essence and structure of social responsibility based on the components that characterize it. In turn, the method of induction made it possible, on the basis of the identified structural elements, to analyze the essence and concept of social responsibility, as well as determine its necessity for students of pedagogical specialties. The synthesis method, based on the obtained results of a theoretical and practical nature, made it possible to combine them to identify possible ways to increase social responsibility among students of pedagogical specialties and improve the educational process as a whole.

This study used a set of 22 variables under three categories - Activity, Orientation, and Regulation - to measure aspects of social responsibility among 1st and 3rd year students at a Kazakh university. These variables gauge a range of psychological and behavioral factors linked to social responsibility, including motivations (egocentric and sociocentric), cognitive understanding, control beliefs (regulatory internality and externality), empathy, and sincerity, among others. The collected data was analyzed using the Mann-Whitney U test, a nonparametric statistical test, to identify significant differences between the two groups. The results give insights into the development and evolution of social responsibility over the course of higher education, highlighting the influence of pedagogical methods in shaping socially responsible individuals.

### **3. Results**

The current state of the education system requires higher education organizations to implement the training of professionals who not only have a range of basic theoretical and practical knowledge, but also provide an opportunity to ensure the timely formation of social responsibility among students, to develop awareness of the power of their own influence on the outcome of various situations, prospects of its development, the choice of a strategy of behavior, which will be based on a realistic decision with the preservation of human dignity, the presence of a positive experience of knowing the position of others and oneself, as well as awareness of one's responsibility to society. The formation of the social responsibility of the subject occurs as a result of the life process under the influence of internal and external forces, which are characteristic of a person, through inclusion in a variety of activities, communication with others, assimilation of social experience, activity and readiness for partnerships (Valero-Valenzuela et al., 2019).

The concept of social responsibility should be understood as the development of an integrative personality, which tends to develop in the process of education and training, determines the behavior of the subject based on the assimilation of social and legal norms, moral and spiritual values of society, as well as encourages the subject to successful life in the socially-oriented segment, which is based on the observance of ethical standards in the implementation of professional activities and the need for self-improvement (Larrán et al., 2018). This is one of the most priority tasks of the modern educational system, since the development and formation of social responsibility among students leads to the increase of the indicator of training highly qualified, responsible specialists who have a clear civil position, act in the interests of society and the state, taking into account their own opinion, constantly improve themselves and self-actualize, because their priority is to support or improve their professional level.

The formation and development of this aspect among students of pedagogical specialties is possible through the introduction of the idea of educational support for students. The essence of this support is to stimulate, support, develop initiative and positive activity, creativity of a social nature, the formation of independence and social responsibility in students. In other words, it involves helping students to adopt a career path that is consistent with accepted norms and values. Based on this, the student will act as the subject of the educational process, and, in turn, the teacher will be the accompanying person, who is assigned the role of forming social responsibility as well as the personal and professional development of students. Pedagogical support for the formation of social responsibility

of students is a special type of pedagogical activity, the purpose of which is to create conditions that will contribute to the mastery of the subjects of the educational process with a range of knowledge from the fields of social science, human studies, the basics of conflictology, goodwill, justice, tolerance, self-control, as well as the desire to respect human rights and freedom (Castilla-Polo et al., 2022).

In other words, the formation of social responsibility among students of pedagogical specialties is one of the most priority areas, which is implemented in the process of professional training of students of higher educational institutions. The use of pedagogical support in the educational process will be a factor that will contribute to the effective formation of the social responsibility of students. In order to identify the level of formation of social responsibility among students, it is of particular importance to study the data based on the survey, which include 22 variables of responsibility among Kazakh students of different years; this provides an opportunity to identify the significance of differences in the analyzed groups according to the provided responsibility parameters (Table 1).

**Table 1.** Conducting a survey on the responsibility indicators among students of 1st and 3rd years of study

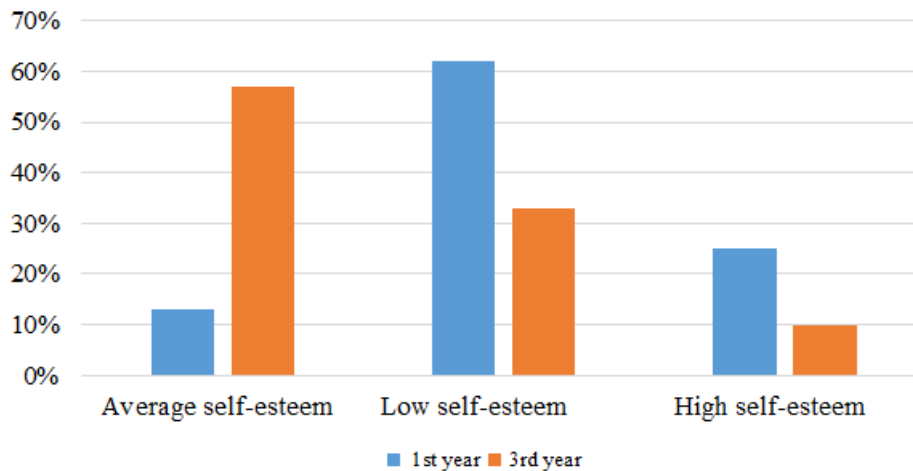
	Indicators	Average value		Significant difference according to Mann-Whitney U-test
		1st year	3rd year	
<b>Activity</b>				
1	Dynamic ergicity	24.6	27.5	+
2	Dynamic anergicity	22.4	22.1	-
3	Sociocentric motivation	24.2	23.4	-
4	Egocentric motivation	23.2	21.2	-
5	Cognitive awareness	28.9	27.5	-
6	Cognitive understanding	20.3	22.1	-
7	Objective result	25.9	27.9	-
8	Subjective result	28.2	28.9	-
<b>Orientation</b>				
9	Sthenic emotionality	27.8	28.8	-
10	Asthenic emotionality	25.6	25.1	-
11	Regulatory internality	26.1	29.3	+
12	Regulatory externality	22.7	20.43	-
13	Personal challenges	24.2	23.9	-
14	Operational challenges	24.3	22.9	-
<b>Regulation</b>				
15	Instrumental-stylistic aspirations	25.5	27.3	-
16	Content-semantic aspirations	24.7	25.6	-
17	Intuition	23.2	23.1	-
18	Extrapolation	25.3	28.7	+
19	Empathy to loved ones	26.2	28.7	+
20	Empathy to people around	25.8	28.9	+
21	Taking responsibility	25.0	25.9	-
22	Sincerity	24.0	18.5	+

Based on the survey data obtained among students of the 1st and 3rd years of pedagogical specialties of a Kazakh university, it can be concluded that freshmen are more likely to have signs of a situational manifestation of social responsibility in comparison with senior students, whose indicators of strength of characteristics are on average higher according to 12 indicators. Analyzing the “anergicity” variable, it was noted that the level of independence and behavior of a stable nature without the implementation of the function of additional control among students of a Kazakh university increases significantly from primary to senior years. So, according to the data obtained, by the 3rd year

this indicator amounts to 27.5. This means an increase in diligence, as well as better performance of responsible and difficult tasks. Highlighting such a variable as a manifestation of “regular internality”, one can note a significant difference; Thus, first-year students lack the search for objective reasons that explain the failure in various undertakings, as well as independence from external circumstances in the implementation of responsible tasks. At the same time, students of the 3rd year have a less pronounced desire, ability and intention to achieve everything through the application of efforts and their own work; they are more characterized by confidence and awareness that success or failure in a particular industry depends only on their responsible attitude to the task.

Also, when analyzing such a characteristic as “regulation”, a significant difference was noted in such parameters as “empathy for loved ones”, “empathy for others” and “extrapolation”. Indicators for these characteristics increase from first to senior years; this allows testifying that students are more responsible in making decisions and analyze various options for the consequences of their actions. According to the test results, senior students are more inclined to express sympathy and complicity in resolving the problems of those around them and close people, as well as they are more likely to be ready to help than freshmen. It is worth noting that the difference in the indicator of “sincerity” turned out to be statistically significant; it was noted that 3rd year students are less inclined to overestimate their own personality and do not show a desire to appear more significant in the eyes of other people in comparison with the freshmen. Analyzing such a parameter of responsibility among students as a manifestation of cognitive awareness, it is worth mentioning that the students of the 1st and 3rd years demonstrate a very high level of manifestation of this indicator; this indicates a lack of understanding of responsibility and acts as a factor in the tendency to pay attention to one non-specific aspect of quality. Against the background of a sufficiently increased indicator of ergicity, it can be concluded that students are replacing the concept of “responsibility” with “dutifulness”. It should be noted that this leads to the vagueness of the foundations of the formation of students' self-awareness.

It is important to mention that the overall level of social responsibility in some areas, such as, for example, the level of cognitive meaningfulness, should be raised, since this indicator constitutes an integral part of the implementation of a qualitative process of forming social responsibility. As a result, it is necessary to implement a range of actions to improve this variable, which will have a positive impact on the overall level of social responsibility among students of pedagogical specialties. Thus, based on the data obtained, it can be summarized that at this stage, Kazakh students of pedagogical specialties have qualitative differences in the peculiarities of the structure and content of the social responsibility concept. The analyzed variables have their own specifics in instrumental and content aspects. It was noted that the specificity of quantitative manifestations of responsibility is manifested in the components of the structure of a dynamic, cognitive and emotional nature. However, an important component in the activities of future teachers is the development of the cognitive component of social responsibility. This includes taking into account the characteristics of students, their perception of themselves, understanding their strengths and weaknesses, the ability to work with them, which will provide an opportunity to implement their professional activities in the future. The study of modeling the methodological competence of future teachers lies in the fact that obtaining information on examples of a competence model provides an opportunity to identify predictive validity. In order to identify this component, a survey was conducted among students of pedagogical specialties (Figure 1).



**Fig. 1** Formation of the cognitive component of social responsibility among 1st and 3rd year students

One of the important indicators of the modernization of the educational process in Kazakhstan is participation in the Bologna process, the purpose of which is to bring the national system of higher education closer to the educational systems of the countries participating in the Bologna process (2010). There are 6 fundamental levels for higher education, according to the European Qualifications Framework for Lifelong Learning (2017). Thus, the first level represents the results of education and knowledge of a basic nature, the formation of basic abilities to perform simple tasks, as well as the development of the skill to work and study under direct supervision in a structured framework; the purpose of the second level is to obtain basic factual knowledge that is necessary in a certain area of work and training, the formation of cognitive and practical abilities, to study and work under supervision with a certain degree of independence; further, the third level is necessary to obtain basic knowledge and general concepts in a particular area of work, as well as to form the skill of taking responsibility for the implementation of a range of tasks in the field of work; the fourth level is based on the segment of practical and cognitive abilities, which are important for imagining solutions to well-defined situations in the future professional environment; the fifth level takes the formation of skills for checking and developing one's own labor productivity and that of the others as its basis; the implementation of the sixth level allows the students to develop in-depth knowledge about the professional environment, as well as taking responsibility for their own actions in collective and individual professional development. As of today, the achievement of high-quality formation and development of all the above levels is one of the main goals in the state policy for managing the educational process in Kazakhstan. The state policy of Kazakhstan at this stage of its formation is focused on the elevation of universal values. As a result, volunteering may become one of the possible factors for increasing the social responsibility of students.

According to the provisions of the Law of the Republic of Kazakhstan "On Volunteering" (2016), the goals of these actions include providing assistance to individuals and legal entities, the formation of self-organization, civil position, mutual assistance and mercy in society. It should be noted that these factors are key to the formation of social responsibility among students of pedagogical specialties. The correct guidelines that form the basis of volunteering provide an opportunity to popularize this type of social activity in higher education institutions. The development of volunteer activities among students provides an opportunity to realize the effectiveness in the implementation of the educational process of future specialists. During the implementation of volunteering, students have the opportunity to prove themselves as responsible, humane, unbiased, responsive and tolerant individuals (García Villena et al., 2021). Achieving one's own goals, showing kindness, caring for the people around and the state serve as factors that unite participants in volunteering activities and form in them a sense of social responsibility, an active life position and skills of socially significant behavior. Volunteering activities allows students to become their own source of self-development, self-actualization, develop interpersonal relationships with others, form the skills and abilities that are necessary in life and cultivate the best human qualities.

Based on this, it should be noted that the formation of social responsibility among students occurs as a result of their active involvement in social activities. Achieving results in this industry, which is important at an objective level for society and for students, in particular, is one of the criteria for students' responsibility in the educational process, which is aimed at preparing for future professional self-actualization. In various types of independent activities of students, their positive results and their consequences are noted, based on which it is possible to determine the level of their responsible attitude to activities. Social responsibility is the most important characteristic of a future specialist, one of the conditions for the formation of which is the active inclusion of subjects in social life. It should be mentioned that the formation of social responsibility among students makes it possible to determine the conditions for entering society and productive professional self-actualization in order to create benefits for others and for oneself (Gjura and Dibra, 2022). Social responsibility also provides an opportunity to determine the awareness of students in the regulation of their own activities. This comes from the fact that personal and professional growth depends on the growth of students in their self-education. Generally speaking, social responsibility is the result of an integrative nature and a criterion for the formation of their professional subjectivity.

Thus, the formation of this aspect is a very important factor for the implementation of a more responsible attitude among students of pedagogical specialties to the choice of future professional activity in accordance with their own recognition. At the moment, this is one of the most significant areas for the modernization of the educational process, which has a significant impact on its quality improvement. Further research will be aimed at exploring other ways to increase social responsibility not only for students of pedagogical specialties, but for all industries in general, as this will improve the quality of the implementation of the activities of higher educational institutions in the context of training highly qualified future specialists.

#### **4. Discussion**

The current stage of social development is characterized by changes in the digital potential of society and its essence of a communication nature, which leads to changes in the entire socio-cultural system. Under these conditions, changes in the trend of the formation and development of social responsibility are also detected at a regular level, since it refers to those phenomena that depend on a change in the type of society and its value orientations. So, on the one hand, the changes are associated with an objective increase in the role of this phenomenon in maintaining the integrity of the values of the human character in the face of increasing threats of technogenic, environmental, economic, social and other directions. On the other hand, this is due to the transformation of personal and public morality and the devaluation of the spiritual culture of people. That is, in fact, in modern conditions, a completely new ideology is being formed, within which social responsibility acts as a guarantor of the realization of the values of the state and the population. The preparation of a highly qualified specialist, the development of the most optimal ways to include students in pedagogical activities and the full unleashing of the potential of students are one of the main problems of the educational process. At the center of the modern system of vocational education of a pedagogical orientation should be a person who constantly develops themselves.

In the course of the study it was found that social responsibility is the most important quality of a teacher, as it allows him/her to regulate his/her activity and interaction with other people. Through volunteering and active participation in social activities, students, especially those studying in pedagogical specialties, form responsible, humane, tolerant character traits. Social responsibility is considered as a significant criterion for assessing students' professional subjectivity and their preparation for future self-realization as a teacher. It becomes an essential aspect of a teacher's personality, which plays an important role in promoting universal values and forming socially significant behavior of students, contributing to their personal and professional growth. As Coelho & Menezes (2021) analyze the concept of social responsibility. It should be interpreted as a quality, thanks to which the subject must be actualized not due to the requirements of society or the situation, as well as making personal decisions and the ability to find a way to resolve based on his values. In other words, it implies a potential aspect of responsibility and the ability of a person to anticipate the results of their actions. According to Schiff et al (2021), social responsibility of a teacher is a special characteristic of an integral nature, which gives them the opportunity to be responsible for their own development and

destruction, and, which is no less important, for the destructive and constructive manifestations of the activities of other subjects.

In their own research, Latif et al (2021) write that at the emotional level, responsibility for one's own "I" is perceived as anxiety, which prompts actions of an independent nature and an analysis of possible consequences; responsibility for other people is characterized by anxiety, which encourages to take the initiative, to be a stimulator and controller of any human actions, but at the same time it must have certain boundaries, which are due to a certain professional competence. There is a certain balance between overcontrol and moderate control, between remoteness and closeness, which implies the delegation of an adequate nature to identify responsibility.

Also, responsibility can be considered as a peculiarity of the organization of professional activity, its characteristics in various situations. The study highlights that through volunteering, students demonstrate responsible, humane, and tolerant behavior, which aligns with the attributes necessary for effective teaching. Additionally, social responsibility is a key characteristic of a future specialist, and active engagement in social life is vital for its development. Since teachers play a significant role in shaping their students' growth and promoting positive values, possessing social responsibility becomes essential for their effectiveness in the profession. Furthermore, responsibility is inherent in the organization of professional activity, indicating its importance in various situations related to teaching and education. As noted by Koljatic et al (2021), awareness, which acts as a cognitive aspect in the formation of responsibility, does not mean only foresight or understanding, but also serves as consciousness; i.e., the intention to implement certain actions, since the subject of professional activity is not always able to be responsible for their own actions, and vice versa, may be willing to be responsible for unforeseen consequences. Full acceptance of responsibility is associated with confidence in the actualization of one's own capabilities, as well as the presence of criteria for self-regulation.

Important in determining the formation of students' social responsibility is the study of the basic patterns, as this provides an opportunity for their practical implementation in activities. Thus, one of the regularities is socio-cultural determination. The survey results show discernible differences in the responsibility indicators among first and third-year pedagogical specialty students at a Kazakh university. The data shows that students' social responsibility levels tend to develop and increase over time, with improvements observed in variables such as dynamic ergicity, regulatory internality, extrapolation, and empathy. However, a decline in 'sincerity' was also noted among third-year students, indicating a more realistic self-appraisal compared to first-year students. Moreover, the research also emphasizes the importance of active engagement in social activities like volunteering, highlighting how such activities contribute to fostering social responsibility by promoting empathy, tolerance, and self-development.

According to Jones et al (2021), the goals and objectives in the formation of this aspect are determined by the requirements of society for them as a citizen possessing social characteristics, which are expressed in the harmonious unity of modalities. At the same time, the process of formation is associated with a certain pedagogical strategy of "assistance", which reflects the social nature of pedagogical activity. The next step is to highlight the intentionality. According to Børsen et al (2021), it is determined by the essence of the phenomenon of responsibility, the basis of which is the free choice of students as a conscious need for a value-based attitude to the surrounding reality, other people and oneself in a harmonious unity of responsibilities "for" and "before", which is realized in the humanistic nature of their future professional activities, as well as awareness of the social significance of the consequences of decisions made.

Axiological cumulateness is also worth mentioning. As Owusu-Agyeman & Fourie-Malherbe (2021) write, this represents the complexity and multilevel nature of the process of forming social responsibility among students, as it reflects the transition of a hierarchical nature from an already existing level of social responsibility to a potentially possible one; it is characterized by a gradual progression of responsibility from the external to the internal level. In general, these regular principles are associated with the synergistic effect of the formation of social responsibility, which makes it possible to increase the effectiveness of the process under study by indicating the relationship of various tactics and strategies. Based on this, the process of forming social responsibility among teacher students means gradually acquiring a new quality. According to Azhar & Azman (2021), this process is



implemented as a non-linear synergetic process, which focuses on certain changes in the level of social responsibility based on the student's free choice of a certain system of values, ideals and attitudes.

According to Vysotskaya et al (2021), in order to implement the qualitative formation of social responsibility among students, one should take into account the totality of the characteristic elements of this system. Firstly, it should be noted that it is impossible to regulate their numerous influences on a student of an asocial and social nature in the process of forming their factor of social responsibility in the educational space. Secondly, it is worth mentioning that the process of formation of the studied phenomenon among students will always be characterized by non-linearity and asymmetry, since the system of social values tends to change due to constant transformation. Thirdly, the ratio of spontaneity and manageability is most successfully and effectively manifested through pedagogical strategies, in which the role of a mentor is defined as assisting students and meeting the needs of a person in accordance with the development phase. Fourthly, the process of forming social responsibility is directly related to the "assistance" pedagogical strategy, which reflects the social nature of pedagogical activity; it contributes to the enrichment by methods of pedagogical interaction, which affects the effectiveness of the studied segment.

According to data from the survey conducted among students in Kazakhstan's first and third courses in pedagogical specialties, students have a tendency to undervalue their innate qualities and attributes, which is a sign that they are undervaluing their own potential. This leads to internal discord and instability and hinders the development of healthy connections with others. At the beginning of courses, there is also a propensity for overestimating one's own abilities and potential; this functions as a factor that inhibits the development of social responsibility as a critical trait of the future expert. The 3rd students have a developing indicator of appropriate self-esteem, which indicates they can calculate their strengths and flaws and work with them. They also have a decent and objective assessment of their innate qualities and features. This has a favorable impact on how future specialists develop their sense of social responsibility. The information gained enables us to draw the conclusion that in order to effectively develop social responsibility, self-knowledge must be encouraged because it is an essential component of good self-assessment, which in turn acts as one of the elements of social responsibility. Since social responsibility is characterized by the process of self-improvement and self-discipline, it is worth noting the importance of independent development of this phenomenon by the students, which includes several key stages.

The first stage is characterized by the mastery of normative and theoretical knowledge by the student in the educational process, which relate to the activities of the future teacher, awareness of their rights and obligations as a student of a higher educational institution, as well as knowledge of the functions of their individual and social responsibility and the functions of future professional activity. The second stage includes the student's awareness of all knowledge for the implementation of their future activities, the formation of a positive attitude towards responsibility in professional activities and the conviction that their use is a guarantee of success in the form of creating benefits for the public and for themselves. Analyzing the third stage, it comprises scientific self-exploration by students, the methodology of which is practical and theoretical knowledge, as well as the constant formation of new necessary personal qualities for the implementation of better professional activities. The fourth stage, in turn, consists of conscious development of instrumental, socio-psychological and terminal qualities. Various qualities will be formed thanks to this, and the regulation of professional activities will be more stable and reliable. The fifth stage is based on the use or consumption of certain qualities in professional activities. In other words, if the previous stages were aimed at the formation of social responsibility, the fifth stage includes a process of manifestation of this phenomenon as a real ability. An important factor is that in order to understand the process of formation of responsibility among students, they have to take into account the role of self-designing their future professional activities, which includes planning, modeling, self-forecasting. \*

The implementation of these stages provides students with the opportunity to instill self-discipline and self-organization, which are among the main components for the formation of social responsibility and the training of highly qualified specialists. No less important, it allows consolidating the knowledge gained about the phenomenon of responsibility not only at the theoretical level, but also translating it into practical activities. The formation of social responsibility among students of pedagogical specialties is a determining condition for their entry into productive professional self-actualization and society. Self-development of students depends on the increase in their activities of

spiritual transformation through labor. Subsequent research will be aimed at exploring ways to increase the social responsibility of students of all specialties.

## 5. Conclusion

The research conducted, the scope of which was the study of the formation of social responsibility among students of pedagogical specialties, led to the conclusion that the formation of this phenomenon among students is an integral part of the modernization of the educational process and contributes to improving the quality of implementation of highly qualified specialists. It was determined that the concept of social responsibility should be understood as an integrative process of personality development, a characteristic feature of which is the ability to constantly develop during the process of education and training. This determines the behavior of the subject on the basis of their analysis and understanding of social and legal norms, moral and spiritual values of society. It was noted that the process of formation and development of this aspect is possible through the introduction of the idea of educational support for students. Its essence lies in the formation of student independence and social responsibility, as well as involves helping students to adopt a professional orientation that takes into account generally accepted values.

A survey was conducted, which was based on 22 responsibility indicators among 1st and 3rd year students of pedagogical specialties of Kazakh higher educational institutions. Based on the data obtained, it was concluded that at this stage there are significant differences in the peculiarities of the structure and content of social responsibility among freshmen and senior students. It was noted that the indicators that were analyzed during the survey have their own specifics in terms of instrumental and content nature. The specificity of quantitative manifestations of responsibility is manifested in the components of the structure of a dynamic, cognitive and emotional nature. It was mentioned that the overall level of social responsibility in some areas should be improved. The analyzed data allow drawing a conclusion about the current state of social responsibility among students in Kazakhstan. Thus, it is noted that the indicators change from first to senior years. This indicates that the educational process allows for the implementation of the training of highly qualified specialists, which is one of the priority tasks of the education system at the present time. Subsequent research will be aimed at studying the formation of social responsibility among students of other specialties, identifying the main problems and ways to eliminate them. \*

## 6. Co-Author Contribution

The authors affirmed that there is no conflict of interest in this article. The authors were equally involved in the conceptualization of the study. A. Konyrova and S. Akhtanova designed the methodology and conducted statistical analysis. They were also involved in final editing. A. Mutaliyeva and T. Slambekova prepared introduction and discussion. K. Zhumabayeva was responsible for project administration and monitored the data collection.

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