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José María Pino Suárez 400-2 esq a Lerdo de Tejada. Toluca, Estado de México. 7223898475*

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TÍTULO: Funciones pedagógicas y el potencial del voluntariado en la educación social de los estudiantes.

AUTORES:

1. Ph.D. Andrey I. Shutenko.
2. Ph.D. Elena N. Shutenko.
3. Ph.D. Tatiana V. Kuzmicheva.
4. Dr. Anastasia V. Koreneva.
5. Ph.D. Julia M. Maltseva.
6. Ph.D. Alexander V. Apykhtin.

RESUMEN: Este estudio tiene como objetivo revelar el recurso pedagógico de las actividades de voluntariado como forma eficiente de socialización completa de los estudiantes. Se basa en la metodología de la actividad y los enfoques socioculturales para el desarrollo psicológico de la personalidad. El estudio identificó motivos principales de la participación de los estudiantes en actividades de voluntariado como los motivos de la realización personal y el reconocimiento social. Se describen las condiciones para atraer estudiantes al voluntariado, siendo el apoyo social de sus iniciativas colectivas el principal. Utilizando un enfoque sistemático, los autores descubrieron las funciones pedagógicas y el potencial de las actividades de voluntariado. La implementación de

componentes de capacitación, educación y desarrollo de esta actividad son factores de socialización holística juvenil moderna.

PALABRAS CLAVES: actividad de voluntariado, juventud estudiantil, socialización, motivación del voluntariado, funciones pedagógicas.

TITLE: Pedagogical functions and potential of volunteering activities in social upbringing of student youth.

AUTHORS:

1. Ph.D. Andrey I. Shutenko.
2. Ph.D. Elena N. Shutenko.
3. Ph.D. Tatiana V. Kuzmicheva.
4. Dr. Anastasia V. Koreneva.
5. Ph.D. Julia M. Maltseva.
6. Ph.D. Alexander V. Apykhtin.

ABSTRACT: This study aims to reveal the pedagogical resource of volunteering activities as an efficient form of students' full-fledged socialization. It is based on the methodology of the activity and sociocultural approaches to psychological development of personality. The study identified the main motives of students' participation in volunteering activities such as the motives of self-fulfillment and social recognition. The conditions of attracting students to volunteering are described, being the social support of their collective initiatives the leading one. Using a systematic approach, the authors uncovered the pedagogical functions and potential of volunteering activities. It is realized that implementation of training, educational and developing components of this activity are factors of modern youth holistic socialization.

KEY WORDS: volunteering activities, students, socialization, motivation of volunteering, pedagogical functions.

INTRODUCTION.

Nowadays, the issue of education of modern youth is becoming particularly acute and important. The future of Russia depends on the young generation's viability, their active social attitude and realization of their creative potential.

The current practice of socialization of modern Russian youth develops against the background of acute social problems and contradictions in the youth environment, which are caused by the crisis of traditional educational and civil institutions (Ilinskiy, 2018; Shutenko, 2018). There is a widespread decrease in prosocial, moral orientations of young people. At the same time, there is a spread of consumer and mercantile, selfish interests, desire to succeed without much effort, etc. (Ilyin, 2007).

The level of criminalization of young people, the spread of extremist, conflict and protest moods, alcoholism, drug addiction, addictive behaviors are quite alarming (Pozdnyakova, 2017). Many scientists see the cause of these processes in the unprecedented growth of social stratification and the accompanying atmosphere of indifference, cynicism and social exclusion. This causes, on the one hand, despair, and on the other hand, protest. Today's young people are mainly distinguished by moral hunger and thirst for justice (Gnevasheva, 2008; Gorshkov & Sheregi, 2010).

In this connection, modern field of education is in need of effective forms and methods of formation of socially responsible, solidarity and responsive young people. One of such effective practices of education is *volunteering* (Kudrinskaya, 2006). It is a form of social service that is carried out by citizens' free expression of their will and aimed at disinterested provision of socially significant services at the local, national or international level (Ockenden, 2008).

Volunteering activities have a high pedagogical potential and a resource of personality's successful socialization (Buckingham-Hatfield, 2000; Tarasova, 2012). History and cultural experience show that the philosophy and practice of education of a real citizen is based on *the principle of voluntariness* (Nosova, 2012). This principle is a real alternative to authoritarian, formal, manipulative approaches in the education of young people. It is no secret that the personality as a carrier of consciousness, will and self-consciousness is characterized by the fact that it acts voluntarily; so full socialization is based on the principles of human's voluntary activities (Rogers, 1961).

According to the authors, in modern society, volunteering activities play a beneficial role, acting as a kind of "social bridge" while overcoming segregation and social exclusion among young people (Rochester et al., 2010). Voluntary associations are seen as a real force of moral-spiritual education and socialization of younger generation, which consolidates and rallies young people, the entire youth community on the basis of the ideas of patriotism and citizenship, the approval of principles of social justice, humanism and social participation (Lacey & Ilcan, 2006, Dekker & Halman, 2003).

Volunteering activities as a complex, poly motivated form of human activity reflects a personal level of socialization. This entails such a process as self-socialization, the essence of which is voluntary activity. Everything, which is taught by culture and pedagogical heritage, can be reduced to one simple idea that the best educator for a person, in the end, is himself (Rogers, 1961). Personality is developed through the actions that arise from personal motives (i.e. freely) and aspirations to do good (Fromm, 1956). It is this personal level of youth socialization that reveals itself in volunteering activities (Marta & Pozzi, 2008).

DEVELOPMENT.

Methodology.

The present study is based on the methodology of the activity approach in psychology and pedagogy (Rubinstein, 1922; Leontiev, 1975). According to this approach, leading psychological structures and personal qualities are manifested and developed through activities; initially these are joint, subject-practical activities.

Theoretical and applied constructions were carried out in accordance with the principle of unity of consciousness and activity, the principle of development, the principle of social situation of development, the principle of subject and the principle of reflected subjectivity (Vygotsky, 2000; Petrovsky, 1992).

The study is fundamentally based on the provisions about the dialectical process of personality's socialization that are described in the works of B.G. Ananyev, G.M. Andreeva, L.I. Bozhovich, I.V. Bestuzhev-Lada, I.S. Kon, V.S. Merlin, A.V. Mudrik, V.N. Myasishchev, L.I. Novikova, P. Sorokin, etc. In these works, they define the initial tradition of interpretation of socialization as a process that includes both social adaptation of the growing generation and their active self-realization, self-building. In this regard, volunteering and its phenomenology may be seen as an organic sphere of youth socialization.

The theory and methodology of collective affairs are of great importance for the implementation of young people's volunteering activities (Makarenko, 1951, Shatsky, 1963), as well as the system approach (Bespalko, 1994), the concept of youth's moral development (Kohlberg, 1963).

Results and discussion.

In the course of experimental work within the framework of the Federal Information Center of Youth Social Programs, we summarized and analyzed the current operational experience of youth volunteer associations in our country and abroad, systematized regional experience of volunteering

activities over the past 10 years (Moscow, St. Petersburg, Murmansk, Belgorod, Kursk, etc.). The sample included 573 students from state and non-state universities.

Within the scope of the experimental work, we studied the motives of youth participation in volunteering activities, specific aspects of organizing such activities (technologies, content, forms and methods of work) and possibilities of personal enhancement. The following methods of work were used: analysis of documents, media publications, statutory and regulatory works, scientific and methodical writings, as well as surveys and questionnaires held among volunteers, included observation, personal participation in coordination, development and implementation of volunteer projects.

Throughout the work, we considered volunteering as a pedagogical process aimed at personality socialization, acquisition of life skills that enhance personal growth and individual development, interpersonal communication and interaction, self-determination of the participants (Cox, 2002; Low et al., 2007).

Meanwhile, our studies showed an insignificant commitment of young people to volunteering. Only 10% of the respondents consider volunteering prestigious; about 40% would agree to take part in it. The potential of young people's social initiative is high, but it has a declarative character and needs significant stimulation from the outside.

Initiativity of Moscow youth is twice lower than in other regions of the country. The students in state institutions of higher education appear to take a greater interest in volunteering than students in non-state institutions. For young people the most attractive areas of volunteering were leisure, sports, assistance to young families, student programs. More respondents are focused on helping the surrounding community than "at-risk groups".

Alcoholics, drug addicts, lonely old people remain on the periphery of young people's attention. It is noteworthy that respondents with low income are much more willing to help orphans, while the ones with high income are much more willing to help drug addicts.

Motivation of students' participation in volunteering activities.

According to the data, rational and pragmatic incentives and motives (practical skills, material and moral remuneration, etc.) come to the first place for participation in volunteering activities. In Moscow the respondents are much more indifferent and utilitarian than the students in other regions of the country. For boys, rational incentives are more important, for girls, emotional incentives are more essential. One in five respondents state that there is no incentive for them to participate in volunteering. At the same time, many young people, especially those living outside Moscow, are ready to participate in volunteering activities as a form of professional orientation and one of the options of civil service. The social base for the development of volunteerism is more extensive in the province and in state institutions of higher education, especially among girls from low-income families.

A significant motive for young people's participation is the possibility of self-actualization, self-realization, personal growth, professional development, awareness of social significance of their activities, as well as interesting communication in the team. Answering the question "Why do people work voluntarily?", the majority of young people, who we interviewed, admitted that volunteering provides: the opportunity for personal growth and self-realization; the opportunity to apply their knowledge, skills and experience, to meet new people, to adapt to a new place of residence; the possibility of development of self-consciousness, the opportunity to learn new things and expand the range of interests; the opportunity to prepare themselves for a new career; the opportunity to understand the difficulties of other people improving the quality of life of others and their own lives.

In motivation of volunteering, the following personal reasons and needs play a significant role:

- The sense of self-importance (72%).
- The desire to be needed by others (69%).
- “To do something special” (63%).
- “Not to be aloof from public life” (55%).
- “To meet new people” (52%).
- To gain experience for future employment (49%).
- To spend time interestingly (45%).

Besides, young people have a particularly prominent motive for acquiring new knowledge, skills and experience. This is due to the fact that volunteering is perceived as a direct path to permanent job.

According to our research, the primary motives of volunteering are the desire to help people in need, to be needed and helpful to others, to use free time efficiently, etc.

In terms of age, the reasons for young people’s participation in volunteering are presented by the following groups.

Motives of children and adolescents (8-18 years of age): desire to become adults; ability to develop self-confidence; openness and willingness of adults to discuss emerging problems; possibility to learn and use modern technical facilities and technologies (computer equipment, information technology, printing and copying equipment, vehicles, etc.); learning the elements of observation, communication, leadership and the basics of management; implementation of their own initiatives and independent business among like-minded people, friends and partners, etc.

Motives of young people (18-30 years of age): emotional well-being, manifestation of their personality, realization of the need to help the needy out of compassion and mercy; the possibility of public recognition, moral compensation for their work; organization of activities, which are

adequate o family, national, regional and cultural Russian traditions; enhancing information and communication level; formation of worldview knowledge about social issues; understanding legal and practical framework of social sphere specialists' activities; familiarization with the mechanism of carrying out specific sociological research; exchange of professional experience in the process of ad hoc communication and interaction, etc.

Psychological-pedagogical conditions of attracting students to volunteering.

The student community appears to be the most active and intellectually advanced part of youth volunteer movement (Brewis et al., 2010; Donahue & Russell, 2009). In the new conditions, the function of involving students in volunteering activities is performed by student self-government, student union and various public organizations (Weston et al., 2013).

As our data showed, the significance of volunteer work is important for all students. Everything depends on the way volunteering activities are organized among students, the organizers' credibility, as well as the traditions of students' participation in such activities that have developed in this institution of higher education. It is important to organize volunteering activities for all university students, involving them in socially useful work and developing their social qualities of future specialists.

Students' participation in volunteering develops in different ways. Some students feel need, desire and commitment that develop naturally, as a result of previous education. In case of others, their gradual involvement and satisfaction of their interests turn into their desire and internal interest in active participation. Concerning the third group, involvement in volunteering activities opens new social significance of their own, forms student's subsequent desire to realize their potential in these activities. The students, whose perspective of professional activity is connected with the system of "man – man", become the most industrious in volunteering activities.

Summarizing the experience of preparing students for volunteering activities, allowed us to state that the success of this preparation is due to the creation of necessary pedagogical conditions including:

- Facilitation of students' self-realization in the process of preparation for volunteering activities.
- Filling pedagogical interaction between teachers and students with personally significant meanings.
- Pedagogical assistance in formation of students' positive "Self-concept".

Analysis of volunteering practice showed that young people's work in this field is really effective in terms of their individual development and self-realization and it is determined by a number of conditions:

- Independent nature of young people's involvement in social relations, that allows for their socialization taking into account their interests and needs and drawing on their individual qualities.
- Free choice of activity.
- Active interaction of volunteers with other participants.
- Recognition of social importance of volunteering activities at the level of state and society.
- Awareness of their own role in construction of civil society and participation in the fate of their country.

Volunteering is also seen as an important tool for self-education (Wilson, 2000). Organization and work of volunteer groups from among the students of institutes of higher education allow them to express themselves in new ways. This work helps them to reveal their qualities and abilities, which are not always in demand in the learning process, to realize important social needs (in communication, in recognition, etc.) leading to self-education (Low et al., 2007). Being engaged in social service, young people take up a new role as volunteers, who are called upon to meet spiritual

and other non-material needs of the local community by spending their time on that and using their opportunities. In this case, young people's expression of interest in social service can be explained not only by the fact that they were impressed by the common goal, but also because they saw the prospective of solving their own problems and tasks.

From the point of organization of volunteering activities following the results of the ascertaining stage we put forward a number of *recommendations*:

- It is necessary to consider the involvement of student volunteers, who are interested in socially useful activities, as an independent task; it is necessary to support individual volunteers, to strive to form initiative groups, to initiate the formation of public associations of charitable orientation.
- It is necessary to determine the fields of activities, where it is possible to attract students. These fields are supposed to be relevant, understandable and thoroughly elaborated. There is no point in giving volunteers complete control over the areas of work where teachers have come to a standstill or do not understand clearly the scope or specifics of upcoming actions, otherwise the cooperation of specialists and voluntary helpers may end in mutual dissatisfaction.
- It is desirable not to limit volunteers' participation in the activities of social service by single actions, but to plan their work for the short- and long-term periods. Goal setting and activities planning are to be carried out jointly and supported by volunteers' initiative.
- Volunteers' work is supposed to receive a certain response from both the heads of the institutions and those who volunteers work with. The obligatory conditions are publicity, system of rewards, propaganda of volunteers' personal experience, special events of public recognition, which allow for stimulating further activities. It is important for students to receive support of their activities from the outside, to establish themselves in their own eyes, to feel their involvement in the socially useful activity.

Pedagogical functions of volunteering activities.

On the whole, generalization and systematization of the data at the ascertaining stage of our work allowed identifying and formulating a number of important *pedagogical functions* of volunteering, which reflect its pedagogical potential as a means of students' socialization. In simplified form, these functions are shown in Figure 1.

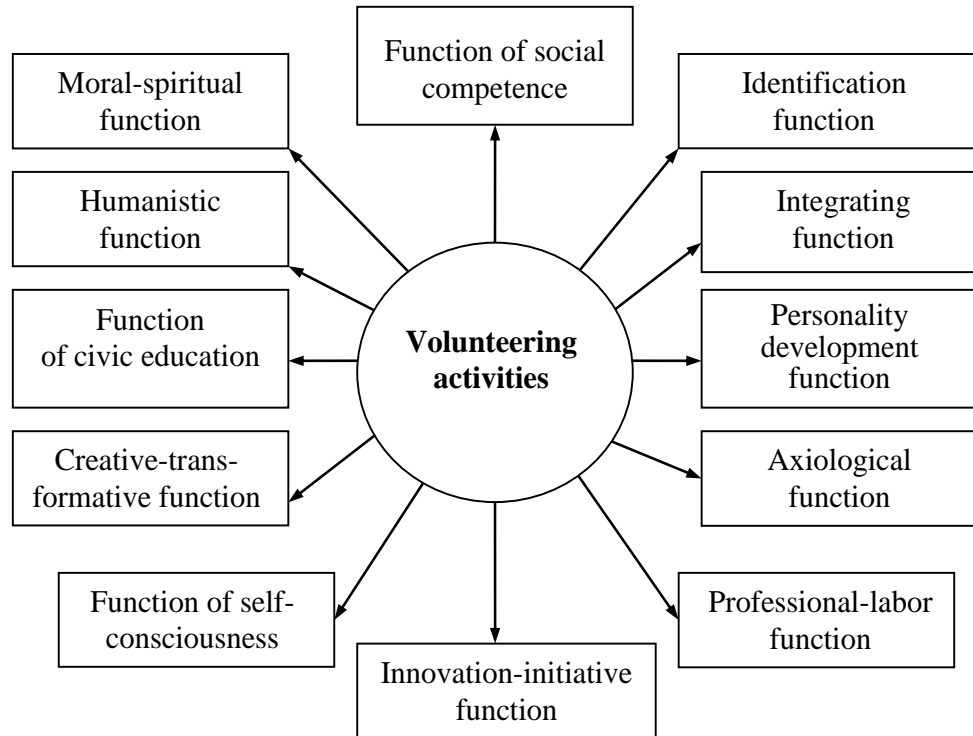


Figure 1. Pedagogical functions of volunteering activities as a means of students' socialization.

1. *Function of social competence* consists in formation of the experience of independent life in society, the experience of social cognition (comprehension of laws, norms, traditions, duties, etc.). Development of orientations in the system of various spheres of social life, the culture of behavior in society, the communicative competence (ability to communicate, cooperate, build a dialogue, convince, understand others, overcome conflicts, organizational abilities, leadership skills, ability to work in a group and with a group).

2. *Identification function* is that through volunteering activities a young person develops a sense of belonging to his generation, its advanced part. In the course of these activities, he obtains meaningful patterns and examples for identification and self-determination.

3. *Integrating function* consists in formation of a sense of community with the people, ethnic group, religion, etc. Volunteering activities open the shortest way for a young person to integrate into society as an active participant; he becomes part of the socio-cultural process.

4. *Personality development function*. Volunteering activities allow the participants to express their creative and human potential more fully, to realize their unique individual abilities, interests and talents. The basis of these activities can be hobbies, creative interests and abilities, which are not realized in the main sphere of employment and vocational training (Shutenko A. et al., 2018).

5. *Axiological function*. Volunteering activities contribute to the formation of the system of guidelines and the field of life values, expand the space of individual's search for life-sense (Shutenko E. et al., 2018).

6. *Professional-labor function* consists in familiarizing with self-employment, understanding the personal value of labor and its social benefits, respect for labor, acquiring primary skills of professional activity.

7. *Innovation-initiative function* consists in development of business, initiative, heuristic abilities of young people through volunteering, as well as formation of an active avant-garde position in social life and the ability to take responsibility.

8. *Function of self-consciousness* consists in expanding the possibilities of self-cognition and self-understanding. In the course of volunteering activities, young people are better aware of the level of their preparation for life, the possible lack of abilities, as well as understand what needs to be worked on.

9. *Creative- transformative function* reflects the creative role of volunteerism and its participants. It consists both in their ability to self-transformation and in the ability to have a fruitful impact on others. Through volunteerism the young man transforms the environment and himself in it.

10. *Function of civic education* consists in the individual's ability to express civic position through volunteering activities, to realize his own rights and obligations, to express solidarity and concern for the welfare of society. Active participation in voluntary, socially useful work is an indicator of social maturity of the individual. When a young person is recognized for his or her voluntary efforts, he or she acquires a sense of social significance for his or her actions and civic motives.

11. *Humanistic function* consists in providing support, attention, care, sympathy and assistance to an individual, as well as establishing humane relations in society. In volunteering activities informal and friendly relations are established between people, and experience of humane social interaction is acquired. These activities teach how to create a benevolent atmosphere of trust, to show such feelings as sensitivity, tolerance, responsiveness, responsibility, friendliness, benevolence, respect, empathy, etc.

12. *Moral-spiritual function* reflects the synthesizing, deep life-affirming essence of volunteering activities, which are aimed at the assertion of good, justice, trust and truth. The supreme imperative of volunteerism is life for the sake of others, of the common good and life itself in all its forms and qualities.

Pedagogical potential of volunteering activities.

As the experience of youth participation in volunteering activities has shown, in the course of these activities the following socially valuable qualities are developed: *individual's social orientation* (understanding of the value of "I" as a being able to help others, to provide support); *compassion, responsiveness; humanism; nobility* (ability to neglect personal interests for the sake of others, honesty and dignity).

At the psychological level, the effectiveness of volunteering lies in the fact that it activates an important stimulating *mechanism of socialization*, that consists in the socially positive effect of manifestation of young people's personal qualities in the situation of independent initiative actions. This mechanism ensures the attractiveness of volunteering activities for young people and the moral high ground that makes the basis for the pedagogical potential.

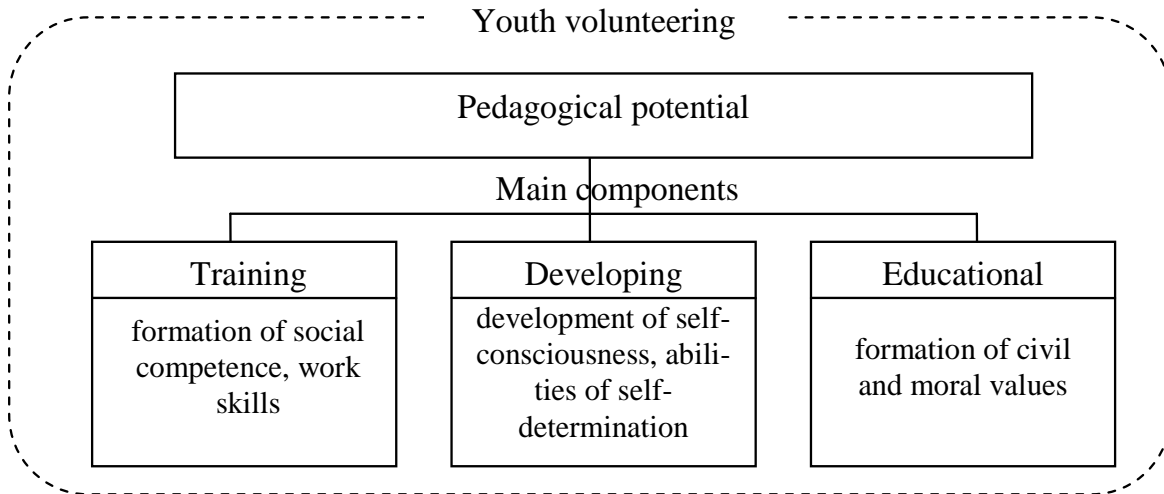


Figure 2. The main components of pedagogical potential of youth volunteering

In general, the integration of various characteristics and functions of volunteering activities in young people's successful socialization allowed us to state that the pedagogical potential of these activities is composed of three main *components*:

- *The training component* is to form the experience of social competence and develop professional and labor skills of young people;
- *The developing component* finds expression in personality's consciousness raising and in development of youth's abilities for self-determination;
- *The educational component* involves formation of civil, moral and ethical qualities of the individual (see Fig. 2.).

In general, the pedagogical potential of volunteering activities lies in the fact that it allows activating the internal mechanisms of formation of a person as a harmoniously developed and socially responsible personality by updating the moral foundations of self-consciousness without any compulsion or selfish motivation.

Volunteering activities act as a form of students' successful socialization, that provide a solution to urgent psychological and socio-pedagogical tasks of personal development in the youthful phase. Having a positive impact on the social situation of development, volunteering contributes to the expansion of self-consciousness and self-realization of the young man. Opening up new opportunities to search for meaningful activities, volunteering contributes to the growth of life prospects and formation of a holistic picture of the world and the individual self in it. In addition, volunteering helps to overcome the paradoxical youth consciousness, performs a beneficial role in overcoming disunity and alienation among young people.

CONCLUSIONS.

The study revealed the motivational basis of young people's participation in volunteering activities. This entails the possibilities of these activities to realize such motives as: motivation of self-actualization and self-realization, motivation of personal growth, motivation of professional development, motivation of social importance of the activity, motivation of communication in the team.

On the basis of generalization of experience of students' preparation for volunteer activities, we described a number of pedagogical conditions of their involvement in volunteering in our work. The leading condition appears to be social support of collective initiatives and young people's projects. Pedagogical conditions are supposed to activate the socializing mechanism of volunteering, namely – socially positive effect of manifestation of personal qualities in the situation of good and selfless

actions. Therein lays the pedagogical provision of attractiveness and personal orientation of volunteering activities as a sphere of young people's self-realization.

The content of pedagogical functions of volunteering activities, which reflect pedagogical potential of volunteering in students' socialization, is revealed: function of social competence, identification function, integrating function, function of personality development, axiological function, professional-labor function, creative- transformative function, humanistic function, moral-spiritual function, etc.

In general, the paper shows that volunteering activities have a significant pedagogical potential, which is manifested in the implementation of training, developing and educational components of the socialization process of young people as subjects of independent initiative actions in society.

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DATA OF THE AUTHORS.

- 1. Andrey I. Shutenko.** Ph.D. of Pedagogical Sciences, Senior Scientific Fellow, Institute of Economics and Management, Belgorod State Technological University named after V.G. Shukhov, Russia. E-mail: avalonbel@mail.ru
- 2. Elena N. Shutenko.** Ph.D. of Psychological Sciences, Associate Professor, Department of the General and Clinical Psychology, Belgorod National Research University, Russia. E-mail: shutenko@bsu.edu.ru
- 3. Tatiana V. Kuzmicheva.** Ph.D. of Pedagogical Sciences, Associate Professor, Director of Institute Psychology and Pedagogy, Murmansk Arctic State University, Russia. E-mail: tankuzik@yandex.ru
- 4. Anastasia V. Koreneva.** Doctor of Pedagogy, Professor, Department of Russian Philology and Mass Communication, Murmansk Arctic State University, Russia. E-mail: korenevaanast@mail.ru

5. **Julia M. Maltseva.** Ph.D. of Philosophy, Senior lecturer, Department of Cultural Studies, Philosophy of Culture and Aesthetics, St. Petersburg State University. Russia. E-mail: maltsevajulia@mail.ru

6. **Alexander V. Apykhtin.** Ph.D. Philosophy, Senior lecturer, Department of Cultural Studies, Philosophy of Culture and Aesthetics, St. Petersburg State University. E-mail: Russia. sashatin44@gmail.com

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