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PROSOCIAL ORIENTATION OF RUSSIAN ENVIRONMENTAL EDUCATION*

Elena I. Eroshenkova^{1**}, Ilya F. Isaev¹, Victoria B. Tarabaeva¹, Stella Ya. Yanutik¹,
Ruslan V. Lesovik², Olga V. Leonova², Savelyeva Ekaterina Vladimirovna³,
Natalya Gennadyevna Rozlomiy³, Lionella Nikolaevna Nazarova⁴, Lela Stoyanova⁴,
Oleg Vladimirovich Kabanov⁵, Julia Evgenievna Starostina⁵

¹*Department of the English language and Methodology of Teaching Pedagogical Institute, Belgorod State
National Research University, Belgorod, Russia*

²*International Department, Belgorod State Technological University named after V.G. Shukhov*

³*Primorskaya State Academy of Agriculture, 44 Blucher Prospect, Ussuriysk, 692510, Russia*

⁴*I.M. Sechenov First Moscow State Medical University, Trubetskaya str., 8, b. 2, Moscow, 119991, Russia*

⁵*Ogarev Mordovia State University Russia, 68 Bolshevitskaya Street, Saransk, 430005,
Republic of Mordovia, Russia*

Abstract

Environmental education is a process that enables people to investigate environmental concerns, involve in problem-solving, and contribute to improving the environment. Hence, people generate a more profound knowledge of environmental issues and possess the capacity to make calculated and effective decisions. The primary purpose of the article is to conduct a theoretical review of the literature to clarify the essence and content of the prosocial orientation of Russian environmental education. To that end, theoretical analysis of information sources, discourse and content analysis from the perspective of different perspectives and approaches are utilized. Based on the results acquire, in Russia, the prosocial orientation of environmental education is positively assessed by society, people's sense of responsibility for the ecosystem, focused on the benefit, emotional, informational and organizational assistance and benefit to another: students, their parents and classroom staff. Prosocial pedagogical activity can improve the quality and expand the content of environmental awareness through the implementation of the helping function of the teacher in different situations and types of educational, independent, collective activities in the field of environmental education.

Keywords: education, environment, environmental awareness, prosocial orientation, society

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** Corresponding author: EI.eroshenkova13@yahoo.com

1. Introduction

The quality and development prospects of the Russian education system are currently determined, among other things, by increased social expectations of the effectiveness and versatility of the teacher's professional activities. This is confirmed by the updated Federal State Standard of Higher Education (FSES HE 3 ++) for bachelor degree in the area of preparation 44.03.01. Pedagogical education according to which the professional activities of graduates of pedagogical universities will meet three professional standards at once; "Teacher (pedagogical activity in the sphere of pre-school, primary general, basic general, secondary general education) (educator, teacher). Teacher of vocational training, vocational education and additional vocational education" (Order of the Ministry of Labour of Russia). Teacher of additional education for children and adults "(hereinafter - Professional standards of the teacher) (Order of the Ministry of Labor of Russia). Analysis of the labour functions presented in the specified standards, goals and objectives of the national project "Education" and its federal projects and programs. ("Modern School", "Success of every child", "Support for families with children", "New opportunities for everyone", "Social activity", "Social elevators for everyone") (The national project "Education" for 2018 - 2024) at the federal level, the "Benevolent School" project, which began to go on the road in 2019, at the regional level, demonstrating the increasing role of helping, prosocial activities of the teacher in relation to students, their parents, the classroom team in almost all areas of teaching and educational, self-reliance activities in the field of family, collective and other types of education

Prosocial orientation and content of pedagogical activity, the dominant social and emotional competence of the teacher, his attitude on the provision of assistance and support in the teacher-student dyad are revealed (Battistich et al., 2003; Dunlap et al., 2010; Jennings and Greenberg, 2009; Kuswendi, 2019; Shin et al., 2019; Solomon et al., 1988).

Despite the presence of extensive scientific and empirical material in the field of prosocial orientation of pedagogical activity abroad, there are not enough such works in Russia and neighboring countries. They are mainly of a socio-psychological nature (Mazur, 2008), find a refraction regarding the problems of the prosociality of helping professions, in general, and are practically not considered in relation to the activities of the teacher.

The identified gap in scientific knowledge in the application of the prosocial approach, both to the activities of already practicing teachers, educators, and future teachers, made it possible to formulate a research goal in the form of a theoretical literature review to determine the essence of the prosocial orientation of pedagogical activity in Russia in modern conditions.

In connection with the research objective, we think it necessary to consider the essence of the concepts "prosocial behavior", "helping behavior", "altruism"; determine the approaches to their understanding; to reveal the content of the "prosocial orientation of pedagogical activity", the specifics of a teacher's helping activity.

2. Materials and methods

The study was based on a theoretical analysis of information sources, discourse and content analysis from the perspective of different perspectives and approaches.

3. Results

Antilogova and Razhina (2017) made a significant contribution to the study of the formation of prosocial personal behavior in society under the influence of various factors, motivational characteristics, and value orientations of representatives of various prosocial groups.

The opinion that socially positive (prosocial) behavior of a person introduces positive meaning into his life belongs to a number of foreign ones (Bower and Casas, 2016; Cialdini et al., 1987) and Russian scientists (Mazur, 2008).

In psychology, prosocial behavior is viewed from the different perspectives and approaches: evolutionary/sociobiological, individualistic / personal (Bower and Casas, 2016), interpersonal (Davis et al., 2016; from a decision point of view social cognitive (Darley, 1991), from a position of learning / theories of social learning (Bandura, 1977; Batson et al., 1998). Moreover, from the sociobiological approach, prosocial behavior is considered as innate, genetically determined behavior. Family relations and the norm of reciprocity (the theory of mutual altruism) contribute to its development.). The personal approach considers prosocial behavior in terms of the individual's propensity to provide assistance as a result of socialization. Proponents of the interpersonal approach focus on the long interdependence of people, the theory of exchange, according to which in situations of communication people are driven by the desire to achieve the most positive consequences for themselves. The socio-cognitive approach focuses on the mental activity that is prosocial behaviour. In the approach of the theory of social learning, behaviour is explained in terms of learning, due to the social environment. In this case the leading role is given to the processes: encouragement/punishment and learning through observation or modeling.

It is believed that the presence of altruistic motivation in a person is crucial for the formation of prosocial behavior; a number of studies emphasize the inextricable link between altruistic motives and the altruistic activity they generate (Basina and Nasinovskaya, 1977); the importance of empathy in the commission of prosocial actions is noted.

A reasonable analysis of a specific scientific problem includes the definition of the basic concepts used in the study. Appeal to the essence of the pro-social orientation of pedagogical activity necessitates the interpretation of the definition of "pro-social behavior", which is widely used in the world socio-psychological and pedagogical science and, as mentioned above, is practically absent in Russian pedagogy.

It should be noted that the emergence of the term "prosocial behavior", according to altruism and prosocial behavior is associated with the need to define a phenomenon antonomic antisocial. From ancient Greek $\alpha\nu\tau$ - against, and Latin *socialis* - social, which is based on a negative attitude to social norms or standards behavior, the desire to oppose them, not to accept the traditions of a certain social group of people. In this regard, the well-known social psychologist considers prosocial behavior the most humane behavior, in the promotion and development of which humankind is interested in the first place. The scientist also emphasizes his connection, but not synonymous equality, with such concepts as "helping behavior", "providing support", "altruism", "volunteering", "charity", "cooperation", "friendship", "self-sacrifice" and much more. All these phenomena are to some extent considered in the context of pedagogical activity, characterizing it either at the institutional or at the personal level (for example, "pedagogy of cooperation", "benevolent school", "pedagogy of common care", "pedagogy of assistance and support", "pedagogical volunteering", "charity in the field of education", "pedagogy of good, "pedagogical altruism" and others), which once again underlines the prosocial nature of pedagogical activity and its connection with "prosocial behavior".

The analysis of information sources in the designated area led to the conclusion that ambiguity in understanding the category of "prosocial behavior" and the presence of several approaches to the definition of this phenomenon in science.

Associates prosocial behavior with socially significant one and identifies 6 levels. Altruistic behavior implies undivided self-giving, giving up one's own interests in favor of other people.

(1) Helping behavior means taking into the account the needs and problems of another person and facilitating their successful resolution

(2) Cooperative behavior combines the observance of one's and other's interests for mutual benefit

(3) Ipsocentric behavior is aimed at self-preservation, while remaining indifferent to the social environment – not bringing benefits, but also without harming others. Ipsocentric behavior is usually accompanied by social and emotional isolation.

(4) Selfish behavior is noted in those cases when a person seeks to observe mainly his interests, rejecting or infringing on the interests of others.

(5) Operating behavior is observed when the subject uses others as a means to achieve their own goals and objectives

(6) According to the researcher, the first three types of behavior, and the second three with its absence.

There is an opinion that prosocial behavior reflects a multilateral notion that includes actions that are positively assessed by society; has positive social consequences and contributes to the physical and psychological well-being of other people; is a positively evaluated interpersonal activity that meets cultural and social standards.

As Krebs (1982) emphasizes, “the school can and should solve not only pedagogical, but also social problems, otherwise one cannot expect changes in social development, since all of them are primarily the result of changes in people's consciousness. That is why it is so important for a teacher to realize not only their narrow professional, but also large-scale social tasks, their personal acceptance, concretization and construction on this basis of the goals and objectives of their pedagogical activity”.

In this regard, it is necessary to refer to the Federal Law “On Education in the Russian Federation” (Federal Law "On Education in the Russian Federation"). The content of the national project “Education” (The national project "Education" for 2018 - 2024), in which education is viewed as a blessing, not as an abstract process, but as a service addressed to a specific consumer. The quality of this service will determine the fate of the country, in general, and of individuals, in particular. The main mission and motto of this project is “All the Best to Children!” which means improving the quality, accessibility, safety of education, creating respectful conditions for a child in school (Kalina, 2010).

According to Kalina (2010), pedagogical activity aimed at welfare finds its continuation in moral relations to students. One of the criteria for such relationship is the reciprocity of the meeting of value worlds, even with alternative values. In such reciprocity, the concentration on each other is reflected, and with it their reflection is on themselves. At the same time, the majority of prosocial actions, including those in pedagogical activity, are not completely disinterested (Social Psychology, 2004), but are performed for the sake of getting a reward - external (raise your image, gain authority, etc.) or internal (self-approval, satisfaction with the process and results of their work, etc.).

In continuation of the described approach, we note that pro-social behavior is in a certain ratio with “helping behavior” (Bar-Tal, 1992; Cialdini et al., 1987; Eisenberg et al., 1995; Eisenberg et al., 2015; Krebs, 1982).

For example, Cialdini et al. (2002) believe that prosocial behavior helps more widely, since its range extends from fleeting courtesy through charitable activities to helping a person in a difficult situation.

Literature review considers the following types of assistance:

- according to the composition of the participants: individual and group. These types of assistance can acquire the character of mutual assistance when without the support of each other achieving the goal is difficult or even impossible;
- in terms of time: short-term (one-time) and long-term (more or less permanent, for example guardianship and trusteeship, manifested as caring for someone);
- in content: material, physical, intellectual and moral. Material assistance is expressed in the donation or lending of money, things. Physical assistance is manifested in various physical activities performing physical work for someone or participating in it etc. Intellectual help is

connected with the implementation of intellectual work for someone. It can be expressed in the form of advice and instructions, mutual assistance in making decisions. Moral assistance concerns the emotional support of a person: comforting, calming, reassuring, persuading.

The range of help is very wide: from a fleeting courtesy to helping a person in danger at the cost of his own life. All of the above types of assistance can be manifested in pedagogical activity. In this regard, interest is the study of Shakurova (2002), which identifies several types of educational assistance:

- replacing help, which involves doing the child, instead of him, of a job without explaining the reasons for any events or problems, formulating options for getting out of the problem situation;
- help on the principle of “do as I do” or sample reproduction, when the teacher, demonstrates to the child patterns of behavior, thinking, actions, invites the child to use them as an example, instruction;
- assistance in the form of cooperation, involving joint discussion of the situation that has arisen relevant to the child;
- initiation correlating with M. Montessori’s famous phrase: “Help me to do it myself, without doing instead of me, direct me to the right direction, push me to the decision, and I will do the rest myself”;
- pre-emption, that is, the teacher’s prediction of negative lines of child development, the prevention of wrong steps.

In turn, from a substantive point of view, a teacher’s assisted socially promising activity can be associated with the following types of assistance:

- (1) emotional and volitional assistance aimed at increasing the student’s confidence in himself, his abilities, and conviction in overcoming difficulties;
- (2) informational assistance that provides the learner with the information necessary to resolve a problem situation;
- (3) intellectual assistance aimed at the awareness of students of their own problems, the situation associated with it;
- (4) organizational assistance, which involves assisting the pupil in planning and implementing the plan, in managing resources, coordinating the efforts of other assistance subjects, etc. (Eroshenkova, 2019).

Another approach to the classification of assistance in the activities of a teacher is proposed. In her studies, she speaks of pedagogical assistance related to the adaptation of students to new learning conditions, assistance in developing communication skills, assistance in the student’s self-knowledge, assistance in self-determination, emotional support etc.. Helping teacher’s behaviour is a component of the teacher’s professional behavior, including pedagogical actions based on a helping attitude towards the child and aimed at helping to adapt and develop his personality. At the same time, helping relationships are ones that characterized by the acceptance of a person as an individual of value, empathic understanding of him and openness of feelings.

Analysis of the Professional standards of the teacher (Order of the Ministry of Labor of Russia of October 18, 2013), indicated in the beginning of the article, allows to conditionally combine the types of pedagogical assistance to students by areas and activities:

- educational: assistance in improving (generalizing, reducing, clearer presentation) reasoning; providing assistance to students who have not mastered the necessary material, in the form of a proposal of special tasks, individual consultations (including remote ones); implementation of step-by-step monitoring of the implementation of relevant tasks, if necessary, resorting to the help of other teachers, in particular tutors, etc.; providing methodological assistance to students in the selection of topics and the implementation of the main stages of design and research works, taking into account the recommendations of a higher qualification specialist;
- educational: assistance and support in organizing the activities of student self-government bodies; providing methodological assistance to an asset group in the formation of a plan and

organization of work, taking into account the activities carried out in the organization carrying out educational activities;

- self-directed: active use of non-prescriptive care and support for children's initiative and independence in various activities; assisting children in the development and independent use of information resources; assisting students in self-localization of the error, its correction;

- family upbringing: helping the family in dealing with child rearing;

- of a general nature: providing targeted assistance to students; possession of a professional installation to assist any child, regardless of his real educational opportunities, behavioral characteristics, state of mental and physical health; implementation of current control, assisting students in the correction of activity and behavior in the classroom; rendering assistance to each student in the fullest satisfaction of his needs for intellectual, cultural, moral development, and professional self-determination; in the choice of educational trajectory, in the planning of independent work.

As we see, pedagogical help and support are necessary for the child in various situations: in situations of adaptation to new conditions, in situations of intense expectation; in situations of confidential contact, individual conversation, collective conversation; in situations of choosing a goal, thinking over a plan, fulfilling assignments, tasks; in situations of failure and success, in situations of conflict, insult, competition, tension, emotional explosion, depression, confusion, mobilization of efforts, in situations of imitation (both good and bad), in situations of communication, reconciliation, aggression, satisfaction of interest, in situation of trust, sharing benefits etc.

The peculiarity of a teacher's helping activity is determined by the fact that it is connected with the constant need to make management decisions, use acmeological, psychological and pedagogical data, including in the retraining process in order to increase efficiency and understand the characteristics of children's development (ways to use hidden and unrealized opportunities).

Pedagogical assistance, identifying ways to solve actual school problems and based on modern achievements of psychology, acmeology, anthropology, makes it possible to quite widely involve psychological mechanisms for analysing various aspects of the educational process and use the possibilities of communicative, interactive and perceptual aspects of pedagogical communication to humanize teacher-student relationships.

Another existing approach identifies the phenomenon of prosocial behavior with purely altruistic behavior. This behavior is aimed at the benefit of others and is not designed for any external reward, leading more to the well-being of another person than the subject himself, and is not due to external social pressure. It is not the presence of a person, but the presence of a number of spiritual qualities in the subject personal dispositions) - compassion, caring, sense of duty, responsibility. "Pure" altruism, according to Batson et al., (1982), comes into play when we feel empathy towards someone who needs help, that is, when we are able to put ourselves in the place of another person, see and feel what is happening the way this person sees and feels.

In turn, Aronson, et al., (2002) assume that any actions committed to benefit another being can be called prosocial. At the same time, a person can act prosocially for his own benefit (hoping to get something in return), or his actions can be dictated solely by the desire to benefit the other, without any benefit for himself - in this case we are talking about altruism.

The inclusion of the category of measure in the context of the analysis of altruism inevitably leads to an understanding of the dual basis of this quality: an altruistic attitude towards another person and himself, and at the same time an understanding of the two-part nature of altruism. In other words, love and respect for others can only be built on positive self-acceptance, love and self-respect. As a result, true altruism acts as a sensible altruism, equidistant from egocentrism and from the reckless act of self-sacrifice.

An important property of the personality of the teacher, promotes prosocial behavior is empathy. Many researches identify empathy as the most significant factor in prosocial behavior

(Batson et al., 1989; Krebs, 1982). Empathy is the ability to put oneself in the place of another person, to see and feel the current events (for example, to be glad or upset) as this person sees and feels (Aronson et al., 2002); conscious empathy with the current emotional state of another person without losing the feeling of the external origin of this experience. The more a person is inclined to empathy, the higher his willingness to help in a particular case.

The expressed ability to empathy is a professionally important quality for people whose work is directly related to people including for teachers. In pedagogy, medicine, psychotherapy, empathy is called what psychology calls empathic listening - understanding the emotional state of another person and demonstrating this understanding. The purpose of such an empathic hearing in pedagogy is to make it clear to the student that they are listening, understanding, empathizing, and encouraging him to express feelings more fully. This allows the teacher to further individualize prosocial actions in relation to students, their parents, and colleagues.

Thus, in this context, the pro-social orientation of pedagogical activity is also expressed in the formation of professional value-related pro-social attitudes, prosocial personal meanings (facilitation, humanistic orientation, voluntariness, social responsibility), prosocial qualities (altruism, affiliation, high level of self-awareness, high empathy, social optimism, social activity and others).

4. Conclusion

The main limitations of this study are the disclosure of the essential characteristics of prosocial behavior in relation to the implementation of pedagogical activity in accordance with current Russian legislation in this area.

A theoretical review of foreign and Russian information sources in the field of pedagogy, philosophy, psychology, sociology, social psychology and social pedagogy allows us to draw the following conclusions:

(1) Pedagogical activity in view of the challenges of modern society is increasingly in need of prosocial orientation.

(2) The prosocial content of the pedagogical activity, the role of the teacher's attitude in rendering assistance and support in the teacher-student dyad is revealed to a greater degree by foreign scientists.

(3) In Russian pedagogy, the prosocial orientation of pedagogical activity was considered within the framework of separate concepts and directions, but was not studied comprehensively.

(4) In the understanding of the term "prosocial behavior" as applied to pedagogical activity there is no unified approach.

(5) Within the framework of the conducted research, 4 approaches are revealed that define the essence of the prosocial orientation of pedagogical activity such as:

- actions that are positively evaluated by society;
- the whole range of actions performed by a teacher for the sake of another and for the benefit of him;
- a ratio of the part and the whole and vice versa in relation to the teacher's "helping behavior";
- a purely altruistic teacher behaviour.

(6) The prosocial orientation of pedagogical activity in Russia is currently supported by the state and society. It is aimed at the benefit, allows to improve the quality and expand the content of pedagogical activity through the implementation of the helping function of the teacher in various situations and activities in interaction with students and their parent.

(7) Sources of prosocial pedagogical activity can be a humanistic attitude, altruism and empathy of a teacher.

Thus, in the prevailing socio-economic conditions, the realization of the pro-social

orientation of pedagogical activity is able to bring the culture of human and pedagogical relations to a qualitatively new level. It ensures the restoration of regional solidarity, people's awareness of the community of their interests with the interests of the region, country, fellow citizens, colleagues, and close people, their readiness for socially approved behavior, socially significant activity, collective actions, systematic mutual assistance and mutual support. The study first identified the problems of determining the nature and content of the prosocial orientation of pedagogical activity, contributed to the development of the theoretical and methodological foundations of the prosocial activities of teachers.

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