SOCIO-PEDAGOGICAL CONDITIONS AND STRUCTURAL MODEL OF SOCIAL MATURITY FORMATION IN STUDENTS OF MEDICAL COLLEGES BASED ON THE USAGE OF TRAINING TECHNOLOGIES

СОЦІАЛЬНО-ПЕДАГОГІЧНІ УМОВИ ТА СТРУКТУРНА МОДЕЛЬ ФОРМУВАННЯ СОЦІАЛЬНОЇ ЗРІЛОСТІ У СТУДЕНТІВ МЕДИЧНИХ КОЛЕДЖІВ НА ОСНОВІ ВИКОРИСТАННЯ ТРЕНІНГОВИХ ТЕХНОЛОГІЙ

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To determine the relevance of our research, the importance of the personal orientation of the education system is indisputable, since it is this paradigm that embodies the ideas of the development and educational impact of education on the individual. At the same time, a person-oriented approach is not an ideal option, since in this case the educational process changes the orientation from society to the individual, thus losing the social content of education intended for the education of the country's citizens. It is extremely important to take into account a certain social order from society. The goal of the pedagogical community is to educate a person capable of self-sacrifice, «serving» others based on the ideals of kindness, honesty and justice, ready to cooperate, aware of the extent of his responsibility to society. The presented description of the socio-pedagogical conditions and the structural model of the formation of social maturity among students of medical colleges on the basis of the use of training technologies is developed on the basis of the provisions of socio-personal, subject-activity and context-competence approaches, the idea of educational education, the theory of collective and the concept of joint activity. The model presents the integration of socially useful activities into educational through the enrichment of the content, forms and methods of the educational process: educational and professional, implemented through the immersion of students in the meanings of the future profession with an emphasis on social dedication (mutual assistance) when performing educational tasks; emotional, including the involvement of students in emotional-positive activities and the creation in the educational process of emotional-saturated situations in order to maintain a benevolent atmosphere in the group; social, which is associated with the inclusion of students in social projects, and with the creation of situations aimed at the fulfillment by students of the function of a mentor in a student group.
Key words: *social maturity, education seekers, fortitude, training technologies, structural model, socio-pedagogical conditions.*

Для визначення актуальності нашого дослідження незаперечною є важливість особистісної орієнтації системи освіти, оскільки саме ця парадигма втілює ідеї розвивального та виховного впливу освіти на особистість. Водночас особистісно-орієнтований підхід не є ідеальним варіантом, оскільки в цьому випадку освітній процес змінює орієнтацію від суспільства до особистості, втрачаючи при цьому соціальний зміст освіти, призначений для виховання громадян країни. Вкрай важливо враховувати певне соціальне замовлення з боку суспільства. Метою педагогічної спільноти є виховання особистості, здатної до самопожертви, «служіння» іншим на ідеалах добра, чесності та справедливості, готової до співпраці, усвідомлюючої міру своєї відповідальності перед суспільством. Представлені у статті характеристики соціально-педагогічних умов і структурної моделі формування соціальної зрілості студентів медичних коледжів на основі використання тренінгових технологій розроблено на основі положень соціально-особистісної, суб'єктно-діяльнісної та контекстно-компетентнісного підходів, теорія колективу та концепції спільної діяльності. У моделі представлено інтеграцію суспільно корисної діяльності в освітню через збагачення змісту, форм і методів освітнього процесу: навчально-професійного, що реалізується через занурення студентів у сенси майбутньої професії з акцентом на соціальну відданість (взаємодопомога) при виконанні навчальних завдань; емоційний, що включає залучення студентів до емоційно-позитивної діяльності та створення в навчальному процесі емоційно-насичених ситуацій з метою підтримання доброзичливої атмосфери в групі; соціального, який пов'язан з включенням студентів у соціальні проекти, зі створенням ситуацій, спрямованих на виконання студентами функції наставника в студентській групі.
Ключові слова: *соціальна зрілість, здобувачі освіти, стійкість, тренінгові технології, структурна модель, соціально-педагогічні умови.*

Statement of the problem in general and its connection with important scientific and practical tasks. Pedagogical science has developed scientific and theoretical foundations for the development of students' social maturity in various educational institutions. In modern studies of the social maturity of people of different age groups, along with such personality qualities as activity and social responsibility, the emphasis has been placed on productive social cooperation and readiness for various types of socially significant activities. At the same time, there is a lack of scientific understanding of the essence, structure, content and conditions for the development of students' social maturity in socially useful activities, which is considered from the standpoint of social dedication.

With a wide study of the problems of social maturity of youth, the theoretical and practical aspects of the development of social maturity of students in the educational process of the college based on training technologies remain unlit.

Given that the leading role in the personal and professional development of students is played by educational activities, aimed at mastering theoretical knowledge, the formation of skills in various spheres

of social consciousness, we believe that for the development of social maturity of students, it is necessary in the educational process of the college to create socio-pedagogical conditions and a structural model for the formation of social maturity among students of medical colleges, which will reflect the integration of training technologies into the educational process of the medical college in order to develop the social maturity of students.

Analysis of the latest research and publications. The problems of a socially mature personality have traditionally become popular in the public consciousness when the state was at the stage of civilizational changes. In the official state policy since the eighteenth century, the problem of educating a person-citizen and «the necessity of creating conditions for the purposeful formation of certain qualities and properties in the younger generation, creating a 'new breed of people' with dignity and loyalty, willingness to serve the Motherland honestly» [4].

During the Soviet period of the country's development, the government paid close attention to the education of a personality committed to the ideas of building a new socialist society and various social activities, the purpose of which was to be a citizen useful to society. The implementation of socially useful activity has been carried out through the collective activity with the help of socially useful productive work (V. Sukhomlynskyi), civil, social, organizational and socio-political activity and has been directed at the formation of a sense of patriotism.

At the same time, the West has been developing social sciences focused on the fulfillment of state and social tasks. Foreign scientists linked the idea of human formation to the meanings and values of Western culture (H. Eysenck, R. Cattell, A. Maslow, G. Allport, B. Skinner, Z. Freud, E. Erikson, C. Jung, and others) [1, 2, 5, 7, 8].

Nowadays, the phenomenon of maturity has been studied by many sciences: philosophy, ethics, anthropology, biology, physiology, sociology, pedagogy, psychology, acmeology, law, etc. This indicates the multidimensionality and complexity of this phenomenon.

Various aspects of personality maturity are considered in connection with the research on: mental development (T. Schwaba, W. Bleidorn, C. Hopwood, S. Manuck, A. Wright); self-actualization (A. Maslow); personal growth (C. Rogers); self-realization and personal growth (F. Perls, E. Fromm); personal fulfillment (T. Byundyugova, O. Kornienko); self-transcendence (V. Frankl, A. Rean); development of human potential (Katni); achievement of acme (T. Dereka); meaningful life orientations and consciousness of life (T. Schnell, P. Becker); subjective activity (Y. Stephan, A. Sutin, A. Kornadt, B. Canada, A. Terracciano); health (J. Allport). The researchers describe possible types of maturity: general somatic, mental, sexual, labor, civil and ideological, socio-economic, socio-psychological, professional, worldview, moral, etc [1–8].

Formulation of the goals of the article (statement of the task). The purpose of this article was the theoretical justification of the socio-pedagogical conditions and structural model of social maturity formation in students of medical colleges based on the usage of training technologies.

Presentation of the main material of the study. The development of a pedagogical model for the formation of social maturity in medical college students through the usage of training technologies is based on certain conceptual provisions.

The leading idea of the research is the development of subjective characteristics of social maturity of college students through their involvement in socially useful activities using training technologies.

The work is aimed at integrating training technologies into the educational activities of students in order to develop their social maturity through educational and professional, emotional and social enrichment of the educational process and socio-pedagogical support.

We describe the following conceptual provisions for the formation of social maturity in medical college students based on the use of training technologies:

– theoretical and methodological foundations for the development of social maturity of students;

– conceptual field of development of social maturity of college students;

– external factors influencing the development of social maturity of students;

– enriching the educational process;

– social and pedagogical support;

– characteristics of student personality types that are at different levels of social maturity development;

– mechanisms of personality development as the basis for the development of social maturity of students;

– a pedagogical structural model for the formation of social maturity among students of medical colleges based on the use of training technologies.

Consider meaningfully the listed provisions.

Position 1. The following provisions are considered as the theoretical and methodological basis for the development of social maturity of college students:

– *subjective-activity approach:* personality is formed and manifested in activity and special work is needed to select and organize student's activities, to activate and transfer him/her to the position of a subject of cognition, work, communication and socially useful activity;

– *social and personal approach:* the need to educate a personality ready for self-sacrifice, for serving the high ideals of goodness and justice, capable of socially useful work, able to live and work in a team;

– *context-competence approach*, in the aspect of which the activities of students are considered

as educational and professional, which reflects the competencies mandatory for professional education of students of a medical college to comprehend the social significance of the future profession, accept responsibility for the results of teamwork, effective communication with colleagues;

– *the concept of education* involves achieving upbringing through the content of educational materials, the use of various methods of organizing cognitive activity, and the personal qualities of teachers.

– *the theory of personal and developmental learning*, in which the development of the personality of college students is considered as the formation of their experience of self-esteem, acceptance of responsibility, subjectivity based on the mechanisms of stereotyping, reflection, personalization;

– *collective theory*, which is addressed to the reproduction of the national traditional Ukrainian culture through the formation of the personality type of the collectivist with high responsibility for the person and his fate in the process of socially useful productive work;

– *the concept of joint activity*, the main position of which is that communication and joint activity of young people are the most important determinants of the dynamics of mental processes;

– *ideas of psychological and pedagogical support* of the pedagogical process: the essence of support is associated with the provision of assistance to various participants in pedagogical processes in self-development and the implementation of independent actions in providing mutual support, mutual assistance;

– *position of social and psychological support:* college teachers promptly assist students in solving their individual problems related to growing up crises, issues of professional self-determination, effective interaction, socially oriented activities, social dedication.

Position 2. The concept of forming social maturity in medical college students based on the usage of training technologies includes the following key concepts as: "subject", "subjectivity", "socially useful activity of students", "social maturity of college students", "social and pedagogical support of college students".

The subject is a person at the highest level of activity, and subjectivity is the ability of a person to transform his life, realize his goals, control and evaluate his actions and deeds, and manage them. Taking as a basis the identified essential criteria of the subject (determinism by inclinations, a higher level of activity in a particular sphere of life, integration of significant personal characteristics, autonomy, appeal to the spheres of life as an object of "action and knowledge," acceptance of the subjectivity of others, etc.), we are talking about the student as a subject of socially useful activity and social interaction, revealing significant personal characteristics.

Socially useful activity is interpreted as a socially significant activity of students, which includes readiness for social dedication in educational activities and the desire to benefit people in social interaction.

We consider the social maturity of a college student from the standpoint of social dedication as a quality of a personality capable of manifesting subjectivity in educational and socially useful activities and in social interaction. Structurally, social maturity includes a subjective-activity component, which presents the characteristics of a student as a subject of educational and socially useful activity, and a subjective-communicative component that reflects the qualities of a student as a subject of interpersonal and collective interaction, realizing the function of a mentor in educational and collective interaction.

The ideas of psychological and pedagogical support of the pedagogical process and the principles of social and psychological support served as the basis for substantiating social and pedagogical support – the teacher's activity aimed at activating the subjective position of students in performing socially useful activities in the process of studying at the college.

Position 3. The formation of social maturity of students is associated with the need to take into account external factors: 1) cultural and social, reflects the request of society and the state to educate young people with an active civil position, a sense of responsibility for their country, social service; 2) standard-competence, including the presence of competencies developed for professional education (understanding the essence and social significance of their profession, the ability to organize their own professional activities).

According to the evolutionary approach, the development of the subjective qualities of the individual is a gradual process and is carried out throughout the life of a person. Stolyarenko O. clarifies that the development (maturation) of a person is a continuous process of becoming levels, at each of which integrity, unique individuality, selectivity of the subject, his activity in relations with the world are preserved.

The formation of the subjective qualities of a mature person (responsibility, activity, initiative) begins in the conditions of the family, and then follows their development and formation throughout life, where the educational process in educational institutions plays a significant role.

Position 4. Enrichment of the educational process is a qualitative change in its content, methods and forms. In our work, we consider educational and professional, emotional and social enrichment.

Educational and professional enrichment is realized through immersing students in the meanings of the future profession with an emphasis on social dedication (mutual assistance and mutual aid) in the performance of educational tasks and research work. The method used is the accumulation of social experience using various forms of socially useful activities: discussion educational meetings, excursions, social

design, training sessions that simulate collective professional activities, and professional competitions.

Emotional enrichment includes the involvement of students in emotional-positive activities and the creation in the educational process of emotionally saturated (problem-searching, emotional-positive, professional-playing, evaluative-reflective) situations in order to maintain a benevolent atmosphere in the group. The following methods are used: creating success, group exchange of impressions, method of approval, creating situations of joint experiences, method of mutual tasks, method of stimulation in the process of reflection of activity, business games, classes for finding the best joint solution, master classes, creative contests. Students' immersion in emotionally significant situations contributes to the development of compassion, responsiveness, empathy, tolerance, which are important for the implementation of social projects.

Social enrichment is realized through the inclusion of students in social projects implemented by the team. The following methods are used in socially useful actions, volunteer activities, patronage assistance, socially significant events: the method of working as a group, the collective method of training, the method of activating socially useful activities, delegation of authority, collective creative affairs, social tests, the method of accumulating social experience.

For example, team competitive activity (group work method) is organized in order to form a sense of team in the student group, the work of the creative workshop to create joint design projects is aimed at developing a business collective mood; the inclusion of students in active public actions is carried out in order to develop a socially oriented position of the collective of the entire student group; creating situations in which participants perform the function of a mentor (social test) in order to assist classmates in educational and professional activities.

The principles of enriching the educational process are based on the following principles, which are specified taking into account the peculiarities of educational and professional activities of medical college students:

− *the principle of educational training* involves the education of students through the content of educational material, personal qualities of the teacher who provides social and pedagogical support;

− *the principle of productive learning* – the main focus of education is the personal educational growth of students with different types of social maturity, which is accompanied by the development of subjective qualities and skills of social dedication;

− *the principle of situationality* – students' activities are organized by the teacher on the basis of a training situation to form mutual support of classmates in interpersonal communications;

− *the principle of educational reflection* – the student in the process of realizing the socially useful activity performed reveals its semantic features to form a positive attitude towards the subjects of interpersonal interaction.

Position 5. Social and pedagogical support is considered by us as a specially organized interaction of the teacher with applicants for education, as a result of which a decision is drawn up and a number of sequential actions are carried out, the result of which is the formation and development of social maturity of students. The activity of the teacher is aimed at activating the subject position and social dedication of students in educational activities. Tactics of social and pedagogical support:

1) guardianship – the adoption of the student as a person, taking into account his interests, expectations and aspirations, stimulating, encouraging and approving the independence of the student;

2) mentoring – helping the student to acquire the experience necessary for mastering the profession and socially oriented interaction;

3) partnership – encouraging the student to mutual support in the student group;

4) cooperation – assistance to the student in obtaining the experience of a mentor in interaction with classmates.

Teachers in the implementation of social and pedagogical support of college students are guided by the following principles:

– *focus on the future* – approval of an optimistic hypothesis in the approach to each student of the medical college regardless of the type of personality, even with some risk of making a mistake;

– *value-based attitude to the profession* – focus of teachers' activities on mastering professional competencies by students with their understanding of the social significance of professional activity in accordance with traditional socio-cultural values of Ukrainian society (citizenship, patriotism, collectivism, social service);

– *activity education* – activation of students' activity, responsibility, initiative, independence, reflexivity, creativity in the process of educational and socially useful activities;

– *social interaction* – encouraging students' goodwill and empathy, orienting them to cooperation and assistance in the process of professionally oriented activities and to perform the function of a mentor in educational activities and teamwork.

Position 6. The theoretical analysis of the literature and empirical experience allowed us to differentiate the types of personality of students with different levels of social maturity:

1) *object-asocial*, which is characterized by an irresponsible attitude to educational activities, lack of activity in mastering professional competencies, lack of initiative, indifference to the problems and requests of surrounding people, lack of need for interpersonal communications, conflict, antisocial behavior;

2) *object-prosocial*, which is characterized by insufficient responsibility and lack of initiative in educational activities, an anxious mood towards others, a weak orientation towards cooperation in the team, inability to resist external factors, inability to make decisions and express one's point of view when organizing socially significant activities;

3) *subjective-selfish*, whose features are responsibility for the results of educational activities, a high level of activity in the development of professional competencies, the desire for leadership, purposefulness, egocentric attitudes;

4) *subjective-prosocial*, which is distinguished by a high level of initiative, activity and responsibility in educational activities, with a social orientation in interpersonal relationships, with a willingness to assume the function of a mentor in interpersonal interaction.

Position 7. In order to describe the mechanisms of development of students' subjective qualities, we have taken V. Vovk's model as a basis, where the researcher describes the internal mechanisms of personality development and functioning. In our work, the following mechanisms of personality development are distinguished:

– *stereotyping* – establishing the similarity of the student's ideas with the indicators of an active, proactive, responsible and socially mature future professional;

– *reflection* – realization of the results of own socially useful activity for effective interaction;

– *personalization* – personal responsibility for socially useful activities and interpersonal relations in the educational process.

I. Kotyk states that reflection contributes to the development of human subjectivity is important for our research. A reflective person is not tied to his or her own drive; he or she relates to the world around him or her as if rising above it, free in relation to it. A person becomes the subject (master, leader, author) of his or her life.

Position 8. The structural model of the formation of social maturity in students of medical colleges based on the use of training technologies reflects the leading characteristics of the pedagogical system in a specially designed analog object.

The pedagogical goal is the formation of social maturity among students of medical colleges based on the usage of training technologies.

The pedagogical task is the development of the subjective qualities of students in educational and socially useful activities and in social interaction.

Formation of social maturity among students of medical colleges on the basis of the use of training technologies is determined by a complex of socio-pedagogical conditions. Based on the analysis of psychological and pedagogical literature, the study of the state of formation of social maturity of students of medical colleges, we identified three interrelated socio-pedagogical conditions, namely:

1) integration of socially useful activities into the educational process of the medical college through educational and professional (implemented through the immersion of students in the meanings of the future profession with an emphasis on social dedication (mutual assistance) in the performance of educational tasks), emotional (includes the involvement of students in emotional-positive activities and the creation of emotional-saturated situations in the educational process in order to maintain a benevolent atmosphere in the group) and social (includes participation in social projects, creation of situations aimed at fulfilling the function of a mentor in a group) enriching students with training technologies;

2) creating an educational environment for the medical college, which contributes to the formation of social maturity of students;

3) social and pedagogical support for students of the medical college in the form of the implementation of tactics of guardianship, mentoring, partnership and cooperation.

The development of social maturity of students of different types (object-asocial, object-prosocial, subject-egoistic, subject-prosocial) is based on the mechanisms of stereotyping, reflection and personification.

The criteria and indicators of the formation of social maturity of college students in the structural model of the formation of social maturity in medical college students based on the use of following training technologies:

1) *subjective-activity criterion* (indicators: responsibility – the ability to be responsible for the results of one's own activities; activity in educational activities – manifested in the ability to master educational material, acquire special knowledge and resist difficulties in understanding them; initiative – the ability to work independently in social projects, to show creativity);

2) *subjective-communicative criterion* (indicators: readiness to show friendliness; communicative ability – ability to interact with others; positive interaction – ability to organize work in a group for constructive communication);

3) *subjective and social criterion* (indicators: educational interaction – focus on joint solution of educational tasks; collective interaction for the implementation of socially useful activities; experience in implementing the mentor function – ability to assist classmates in organizing educational activities).

Conclusions and prospects for further research. Compassion, care, a sense of duty, responsibility, represent the main characteristics of prosocial behavior. Indisputable is the fact of the possibility of developing an altruistic type of student behavior in specially organized conditions of social interaction in the performance of socially useful activities and during the implementation of training technologies in the educational environment of the medical college.

Thus, there is a potential in the formation of social maturity of students in the educational process of the college, when the socio-pedagogical conditions allocated by us are integrated into the educational activity and social interaction of students at the level of the educational group, college, professional platforms of practices through a structural model of the formation of social maturity among students of medical colleges based on the use of training technologies.

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