Social Networks, Media Resources in the System of Social Responsibility Enhancement in Young Learners

The relevance of the study stems from UNESCO's mission to train socially responsible professionals at the university level. Since learning and education, according to the World Report on Adult Learning and Education, strengthen social cohesion, integration and inclusion, increase social capital and participation in social, civic and community activities. The 17 UN Sustainable Development Goals address all efforts of the world's education systems to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." However, there is a very low level of engagement of ALE in civic education, despite its important role in promoting and defending freedom, equality, democracy, human rights, tolerance and solidarity. Therefore, an important task of modern universities is the quality of professional training of competitive specialists with a high level of citizenship, patriotism and social responsibility. Since 2021 this problem has been studied for many years within the framework of the scientific project "Social responsibility of students in the conditions of professional training in universities of Western Kazakhstan" (IRN № AR09058126), financed by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan. We present the results of the study of the peculiarities of social responsibility education of students and the role of social networks and media resources in this process. To the question - How can we improve social responsibility of young students? - we found a simple solution, in particular the impact of the educational website, innovations related to the introduction of teaching methods and the program of increasing social responsibility in the educational process of the university. For the first time we developed a Program of psychological and pedagogical support to increase social responsibility in the conditions of professional training of future specialists at the university and an educational website, the purpose of which is to increase the awareness of the university student of social commitment and responsibility, so that everyone understands the ideas presented to him and subsequently adopted these values, making them their own and applying them to their future profession. Our goal is to evaluate the effectiveness of the website and media resources through observations, creative activity products, feedback, and a survey (representative sample size: 200 people). It is recommended that social responsibility permeate the entire curriculum, and that educational programs offer disciplines and modules that include social, academic, and educational activities. Consequently, projects and activities that lead to sensitivity should be encouraged in academic programs and classes to reinforce skills such as leadership, creativity, tolerance, responsibility and self-esteem, as a modern university must prepare responsible professionals. This study contributes to the state of competence about social responsibility by demonstrating that students' and academic staff's perceptions of it affect higher education. This research was funded by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant № AP09058126).

Keywords: *Social responsibility, social media, educational website, media links, social responsibility.*

1 **Introduction**
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3   Education issues are important to the nation and the state as a whole
4 because human resources are irreplaceable, exhaustible, and must be preserved.
5 "There has been unprecedented growth in higher education over the past
6 decade, but a large proportion of graduates are struggling to find good jobs
7 while employers say they cannot find people with the skills they need. The
8 higher education sector must reinvent itself to give people greater
9 responsibility for what they study, how they study, when they study, and where
10 they study in order to meet tomorrow's demand for knowledge and skills." [1].
11 At the same time, C.Brink argues that "university administrators are concerned
12 about the quality of teaching, and they are less concerned about engagement
13 with the community. This approach requires responding appropriately to and
14 learning from social challenges." [2].
15   At present, social responsibility, as a basic issue of ethics and
16 commitment, about care for the environment and lifestyles, is on the same
17 plane with the issues of sustainability and the Sustainable Development Goals,
18 UN initiatives, etc. Regarding the social responsibility of the university (USR),
19 as well as the individual himself, it is necessary to find out: how do the
20 stakeholders (faculty, administrative staff and learners) relate to this
21 phenomenon? The purpose of this study is to investigate the social
22 responsibility of the individual within the framework of professional training at
23 the university. The study is quantitative, non-experimental in nature, the
24 information was collected through a survey, it was applied to students of
25 psychological and pedagogical and medical specialties.
26   The mission of UNESCO to train socially responsible professionals at the
27 university level is the trajectory of higher education as a major tool to
28 strengthen social cohesion, integration and inclusion, which in general increase
29 social capital and expand the participation of modern individuals in social,
30 civic and public activities of the country. It is well known that the 17 UN
31 Sustainable Development Goals focus all efforts of the world's educational
32 systems to "ensure inclusive and equitable quality education and promote
33 lifelong learning opportunities for all. But there is still a very low level of
34 involvement of higher education in education for active citizenship, despite its
35 important role in promoting and protecting freedom, equality, democracy,
36 human rights, tolerance and solidarity. Therefore, an important task of modern
37 universities is quality professional training of competitive specialists with a
38 high level of civic position, patriotism and social responsibility.
39   There is every reason to consider issues of personal social responsibility,
40 which are fundamental to the study of social responsibility of the nation and
41 country itself, in the interconnection.
42   It is a very important fact that media and social media have the potential to
43 develop many of the competencies and skills necessary to work effectively
44 toward the UN Millennium Development Goals, the UN Declaration on
45 Human Rights, and the goals of the World Summit on the Information Society.

1   It is very important for us to discuss existing measures to remedy the
2 shortcomings of methodological work in addressing the issues of formation and
3 enhancement of social responsibility in students. We believe that our scientific-
4 theoretical assumptions will improve the ability of the educational system of
5 the university to understand, explain and respond to the practical problems of
6 the process of formation of social responsibility in the learning youth.
7   Social responsibility was originally a function of management and
8 development of organizations based on the collective consciousness in order to
9 achieve social, economic and environmental effects. As a consequence, today's
10 universities have begun to consciously incorporate social responsibility
11 strategies into their mission because the success of our young people's careers
12 depends on it.
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15 **Literature Review**
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17   Thus, the basic ideas of the concept of personal social responsibility have
18 become important and indispensable in the activities of educational
19 organizations. The multifaceted nature of the phenomenon of "social
20 responsibility" is confirmed by various studies: the role of higher education
21 image and service quality in influencing university social responsibility (USR)
22 on student loyalty in Indonesia (Suranta, S. and Rahmawati, R.), the
23 relationship between university social responsibility (USR) and student loyalty
24 as mediated by perceived service quality, student satisfaction and student trust
25 in their university (Latif, K.F., Bunce, L. and Ahmad, M.S.), the value of
26 university social responsibility (USR) p) [1-7].
27   An interesting experience is that of the Universidad Francisco de Vitoria
28 (UFV), which in 1993 developed the first educational project in Europe that
29 included a mandatory discipline in all its courses on social responsibility. The
30 aim of this course was to increase the university student's awareness of social
31 commitment and responsibility, so that everyone would understand the ideas
32 presented to them and subsequently adopt these values, making them their own
33 and applying them to their future professions [8].
34   For example, Lee S.T., Yang E.B. identified factors affecting the social
35 responsibility of medical schools in the Korean context. For example, scientists
36 through exploratory factor analysis proved that eight factors in three areas
37 influenced the implementation of social responsibility by medical schools:
38 equipment area (physician social responsibility declaration, physical environment,
39 finances), software area (social responsibility related to curriculum development,
40 monitoring and evaluation system), partnership area (closeness between
41 partners, partnership building) [9]. Although this study, using multiple
42 regression analysis, showed that "interaction between partners" had the greatest
43 impact on the realization of personal social responsibility in medical
44 organizations, we still focus our attention on the content of educational
45 programs.

1   Let's agree with scientists Rincón Quintero Y.A., Caridad Faria M.,
2 Salazar L. that it is effective to apply in educational practice a variety of
3 strategies of social responsibility by universities where quality of training,
4 ethics, commitment of the person to the community and environment are
5 predominant [10]. According to C.Cheung, T.Lee, character education should
6 meet the need of ninth-graders in Hong Kong, China schools to strengthen their
7 social competence. In addition, adolescents' involvement in character education
8 is an integral part of their learning as a result of education. Thus, involvement
9 and social competence deficits are likely conditions for the effectiveness of
10 character education in promoting social competence [11].
11   Raising the problem of promoting social responsibility through social
12 networks and media resources, it is worth noting that "media education in the
13 modern world is a process of personal development through and on the
14 material of mass communication (media) in order to form a culture of
15 communication with media, creativity, communication abilities, critical
16 thinking, skills of full perception, interpretation, analysis and evaluation of
17 media texts, teaching various forms of self-expression using media
18 technology". [12].
19   It is well known that media technologies have a dual educational effect.
20 Media resources, technologies expand the professional capabilities of the
21 teacher, allowing a deeper understanding of a particular subject area.
22 Consequently, it is important to assess the impact of social media and media
23 resources on the process of increasing social responsibility, since the
24 educational content for our students carries informational and educational,
25 developmental load.
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28 **Methodology/Materials and Methods**
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30   In the process of studying social responsibility at the West Kazakhstan
31 Marat Ospanov Medical University we developed an educational website, as
32 well as social videos and presentations of social context and orientation.
33 Among the 1st-5th year students of Bachelor's degree specialties: 6B10102
34 "General Medicine" (Military Medicine), 6B10102 "General Medicine",
35 6B10105 "Dentistry" (Dentistry in Military Medicine), 6B10105 "Dentistry",
36 6B10108 "Public Health", 6B10107 "Pediatrics", 6B10104 "Pharmacy" all
37 media-material on the studied topic of social responsibility were shown and
38 received feedback in the form of answers to the questionnaire, comments to the
39 classes and the level of activity of students in the activities and lessons.
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42 **Results**
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44   Network networks, media resources are now a well-established social fact,
45 which requires personal reflection and empirical study. Obviously, the
46 development of the network community on the basis of specialized Internet

services (sites, chat rooms, forums, etc.) is based on the interest of all of its participants in a fairly constant and regular interaction. Attributing a personality to some community is connected, first of all, with emotional involvement in communication with other participants, with the need for realization of internal ambitions.

Therefore, important for determining the social prospects of network technologies in education are the questions concerning the identity of the individual as a user of the Internet. It is connected with this and the attention of scientists to the process of spontaneous formation of social-perceptive actions in social networks, the necessary condition of which is "the solution of the problem of self-determination, identity search" [13].

Social network/soccial networking service is a platform, online service or website designed to build, reflect and organize social relationships. The capabilities of a social networking site are: 1) creating a public or semi-public profile/profile user; 2) the user can set and maintain a list of other users with whom they have some relationships; 3) viewing and bypassing connections between users within the system. It was important for us to use all these features of the site of Western Kazakhstan Marat Ospanov Medical University https://zkmu.kz/ru/, as our potential audience is the students of this university.

Well-known social networks, such as LinkedIn, Facebook, Twitter, VKontakte, Odnoklassniki, My World (my.mail.ru), My Circle (moikrug.ru), In the circle of friends (vkrugudruzei.ru), Hydepark (giderk.ru), Instagram, Telegram and others - have huge opportunities to influence the developing personality.

A questionnaire survey conducted via one of the modern messengers WhatsApp among the students who participated in seminars and trainings on the topics under study showed the following results: the Internet was in the first place in determining the most important media for them (74% of respondents aged 17-26 years old named the Internet). This result is not surprising, since media-oriented educational technologies have long been used in educational practice, based on problem-based, heuristic, game-based and other productive forms of learning, developing the student's individuality, independence of his thinking, stimulating his abilities through direct involvement in creative activity, perception.

What is also distinctive is that media resources can also be used in lectures and practical classes. And according to British educators, extracurricular/ extracurricular media education (mostly practical) has undoubted advantages in terms of "developing self-expression and presentation of ideas; it is especially important for children from disadvantaged families" [14 P. 48] [14, C. 48].

We were interested in the approach of the British Film Institute, which described the main approaches to media practice in an informal educational context in Great Britain, in particular the so-called "Youth Work". This approach treats media as a social tool that enables young people to become active citizens. Or "Community Work" - providing greater access to the media as a tool for expressing the views of young people. Also, in our special work to increase social responsibility in students, we used media resources such as the

educational website "I Mean WE! (https://zkmu.kz/obrazovatelnyj-sajt-dlya-obuchayushhejsya-molodezhi/), as well as social videos and presentations on these issues.

In order to develop social activity of young students, the international competition among students on "Social Responsibility Begins with You!" for the design of a postcard on the socially significant topic "Social Responsibility of the personality of a modern university student" among students of different cities and countries was organized and held (https://zkmu.kz/xabarlandyru/). Students from different universities and countries: Almaty, Aktau, Atyrau, Uralsk, Aktobe (Kazakhstan), St. Petersburg (Russia) took an active part. The aim of the competition was the revival and preservation of the tradition of selfmade postcards with socially important themes and subjects, increasing the social responsibility of young students. The best works were presented as postcards with a social message and published for distribution. This media event once again drew young people's attention to the problem of increasing personal social responsibility.

Discussion

The Collaborative for Academic, Social, and Emotional Learning (CASEL) states that social and emotional learning "involves processes through which children and adults acquire and effectively apply knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions [12]. This thought echoes our idea that this combination of socially responsible behavior, emotion, and cognition for learners will raise the quality not only of learning, but also of modern human life.

In matters of teaching and learning in a social context, the impact of service learning on academic, personal, social, and civic outcomes must be distinguished. And so modern learning allows teaching and learning to be applied in a social context, thereby contributing to socially relevant knowledge.

As social responsibility is a component of economic and social sustainability that affects the quality of life of communities, so too must people be the "starting point" as they participate in solving society's problems. Universities play a fundamental role in this process because they are the link between academia and reality, and they are agents of social change. Thus, the social responsibility of the university manifests itself as a policy of efficiency of learners, faculty and managers, influencing their loyalty, satisfaction and perception of higher education institutions.

Consequently, this formation/enhancement of social responsibility should be reflected in the curricula and the main functions of universities (research, design and expansion). If we talk about the content of the educational process itself, it should be noted the training module "Sociology, political science, cultural studies", interdisciplinary in nature, which allows to form an active

effective worldview of students. Such topics of lectures and practical classes as "Socialization of personality and its main institutions - Man, individual, personality, individuality. Socialization and identity. Deviation, crime and social environment", "Man and society: basic institutions and processes - Education and social inequality. Economics, globalization and labor. Health and society. Social aspects of health care", "Modern values of Kazakhstani youth - Influence of mass media on human life in modern society on the basis of Kazakhstani examples. Values of youth" and others contribute to the formation of social responsibility among students.

The included topics of lectures, practical and independent classes determined the level of social activity of students mainly in terms of cognitive level, and to a lesser extent in terms of high level of display of socially responsible behavior, as well as self-satisfaction and involvement in social life. First-year students most often cited social responsibility as a key problem-solving skill for a stable, successful career. In addition, critical thinking, self-actualization, initiative and autonomy, and social and intercultural skills were also noted as important skills for the modern successful individual. So far, no studies have examined mechanisms that explain how these particular skills will contribute to the career success of graduates of all majors.

The findings of high levels of social responsibility among students in the sample considering the elements of vocation and service, teamwork, and influence in the immediate environment are quite telling, as are commitment to others and the environment, seeking the common good, empathy, and service to others, representing the elements with the lowest values [13].

Serious informational and technical work needs to be done purposefully so that social responsibility permeates the entire curriculum, and academic programs offer subjects and courses that include social, scientific and cultural activities in which civic formation of the individual and the formation of patriotism and social responsibility take place. Consequently, the academic programs and mission of the university should encourage educational modules, research projects and educational activities that lead to the personal development of students to strengthen such not only professional skills, but also leadership, creativity, tolerance, responsibility and self-esteem and patriotism, civic engagement. According to the above, at this point in time, a modern university should prepare professionals with a high level of social activity, and with a vision for the development of their immediate personal and professional qualities and attributes, at least on the basis of social networks and media resources.

Conclusions

This study makes some contribution to the sparse literature on the social responsibility of the learner's personality as part of his or her professional development in the modern university. This study emphasizes that today's universities, particularly domestic universities, need to make great efforts to

improve their teaching and learning systems in relation to social media and media resources in order to meet the world's educational standards. The second important point is to develop research projects on innovative discoveries, methodologies, and the development of new programs and courses. In addition, universities need to meet the needs of students and society, the labor market, and the country's economy.

Of the practical recommendations, it should be noted that universities should promote the involvement of all their stakeholders in the process of implementing social responsibility. It is also necessary to reform its mission and strategy in order to implement a successful model of corporate social responsibility and to optimally establish an educational process for the formation of social responsibility in students. This study invites us to rethink the need for additional research in this regard on the development of the modern university and improving the quality of educational services using social media and media resources as methodological principles and approaches.

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