Proceeding

Psychophysiological and sport activity of the student youth as an indicator and determinant of health-preserving culture development

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ABSTRACT

The purpose of the study consisted in exploring specific features of the influence of social activity of student youth on the development of their health-promoting culture. In addition, the study was directed at searching for effective ways of encouraging and developing health-promoting culture among student youth by boosting activities in the sphere of student media. The subject of our study embraced the process of education and development of health-promoting culture among students through the inclusion of the media environment in the activity. Research methods comprised theoretical (analysis, classification, synthesis and generalization) and empirical ones (questionnaire "*What is your creative potential*"); "*Communicative and organizational inclinations*". On the basis of the results of the study, the authors of the paper specified and concretized the concepts of general culture and social activity of students through the implementation of creative activity in the media space. An additional education program for students has been designed and tested, the purpose of which is to increase social activity and the development of health-promoting culture in the youth milieu. The designed Program, in addition to the formation of competences in the field of social activity and the development of general culture, information support of events and coverage of the main news among students, is focused on developing students' professional skills of humanities courses who participate in the media space activities. The significance of the study from a practical point of view lies in the fact that its results can be used in the educational process to boost social activity and develop health-promoting culture of students of higher educational and vocational institutions. The novelty of the study is based on the fact that the designed Program of additional education for students of higher educational and vocational institutions is not only an educational program for mastering educational material but is a practical platform for the implementation of both educational and professional activities. The program comprises methods, technologies and resources that allow students to participate in various events and projects, to express themselves as a creative person, the ability to communicate with society, and organize events. The results of the program implementation raise the general socialization of students; determine the direction of their professional activity; and also provide a foundation for public life in the framework of press services of state bodies and public organizations.
Keywords: Social activity; Culture of students; Additional education program; Higher education; Personality development.

INTRODUCTION

The development of information technology tools is one of the leading characteristics of contemporary society. There is a huge increase in the activity of social networks on the Internet, which are increasingly being used by contemporary youth. For example, students of higher educational institutions can become agents in work with visual and textual material for social networks, because in the learning process, students work precisely with the sciences that specialize in a person and his life in society.

To create interesting material with the correct presentation, persons involved in the activities of student media centres need to constantly increase the level of social activism. This will lead to the mastery of oratory, increased communication skills, gaining knowledge of the principles of writing texts, as well as the development of creative abilities. Nevertheless, it is necessary to pay attention to the fact that in the modern literature there are very few theoretical and empirical studies devoted to this problem.

In connection with the topicality of this problem, the object of our research is social activism of students and development of general culture of students in the system of higher professional education. The subject of the study is the process of fostering social activity and the development of general culture of students through the development of activities in the field of student media. The purpose of this paper is to identify effective ways of fostering social activity among the student youth by developing activities in the field of student media.

To achieve this goal in this study, the following objectives were set and reached:
- To study the theoretical and methodological aspects of the development of social activity and general culture of students;
- To define the concepts of "*general culture of students*" and "*social activity of students*";
- To determine the socio-psychological characteristics of the student youth of a higher educational institution;
- To select diagnostic tools for the research problem;
- To design an additional education program for students in order to develop and increase the level of social activity and general culture of the student youth.

In the presented work, the following theoretical methods were used: analysis, classification, synthesis and generalization. No research work can go without analysis and generalization. These are fundamental methods of work. The classification method is also an essential tool for scientific research. The results of the questionnaire underlay the empirical basis of the study. The following methods were chosen: the questionnaire "*What is your creative potential*" (Rogov, 2020); "*Communicative and organizational inclinations*" (Sinyavsky & Fedorishin, 2007).

The significance of the work from a practical point of view lies in the fact that its results can be used in the educational process.

Literature review
Social activity: concept and content
At present, one can see the expansion of the range of social and educational activities. Both personal and professional development skills are becoming increasingly important for specialists in this area, the importance of professional motivation is increasing.

Self-development, an increase in the level of social activity of an individual, the formation of a specialist is a multi-stage, deep and contradictory process. In this regard, the education system must be implemented through objective, multilateral interaction with the natural and social environment, primarily with specialists in the pedagogical sphere, as well as educators.

A variety of forms and methods of active learning is of particular importance in the learning and educational process of the student youth. For this reason, the most important social function of a higher educational institution, as an educational institution, is to create conditions for the development of general culture and social activity of students; to provide opportunities for realizing personal potential, professional growth and providing conditions for personal development. The implementation of this function by an educational institution allows an individual to contribute effectively to the growth of scientific, technical and social processes in society (Goloshumova et al., 2019a; Salakhova et al., 2019; Bayanova et al., 2019; Baigozhina et al., 2020).

It is necessary to dwell on the definition of the concepts of "*social activity of students*" and "*general culture of students*", as well as to present the structure and content of the development of these processes in the system of higher professional education.

The term "*active*" comes from the English word "*act*" - "*action, deed, act.*" "*In living and inanimate nature, in social life, practically everywhere where interaction takes place, we can meet with activity both as a property of some objects and as a measure of the process of their interaction. Activity is defined as the ability (and the degree of ability) of a particular system for self-movement, self-development, self-regulation*" (Andreeva, Vyalikova & Tyutkova, 2005; Pavlov, 2010; Azimova, 2012).

"*Social activity is the highest form of activity. It is inherent only in man as a social being, groups of people, society. Usually the term "social activity" is used to denote both the intensive activity of people in a certain system of social relations, and the ability to implement it. Being such an ability, social activity exists as a complex quality, it expresses not any separate feature, but the entire set of features of life, being a concentrated expression of their main quality - social activity essence*" (Mordkovich, 1970; Pavlov, 2010; Sokolnikov, 1984; Azimova, 2012).

N.N. Bashaev (2014) in his thesis research uncovers the content of the phenomenon of social activity of an individual and defines the factors with the help of which an individual can develop. In his work, the author used a systematic approach, which allowed him to formulate sufficiently comprehensive characteristics of the social activity of the individual "*the highest form of human activity and the integral quality of the individual; his ability to act consciously, changing the surrounding reality*" (Bashaev, 2014; Bashaev, 1979; Azimova, 2012).

"*Social activity is a set of forms of human activity, consciously focused on solving the problems faced by society, class, social group in a certain historical period*" (Bashaev, 2014; Bashaev, 1979; Azimova, 2012).

Under the social activity of a person, N.N. Bashaev (2014) understands "*an independent readiness and proactive participation of a person in socially valuable activities, which consists in changing the surrounding reality and himself, development and self-development of personality traits, manifesting the norms, principles and ideals of society in actions and deeds. This participation should be manifested consciously both in the sphere of professional labour and in any socially useful activity and have public approval, including among students of higher educational institutions*" (Bashaev, 2014; Bashaev, 1979; Azimova, 2012).

D.V. Shalimova (2009) defines social activity as "*purposeful activity of a person, which is based on a value attitude towards the implementation of public benefits, constructive transformation of the living conditions of not only the person himself, but also a whole group of people and, therefore, forming socially significant personality traits*" (Shalimova, 2009; Azimova, 2012).

Student youth due to psychophysiological characteristics attach particular importance to personal growth; interests in acquiring knowledge and discoveries among young people are becoming more and more stable, there is an increase in the selective attitude to the chosen areas, to the choice of the future professional type of activity. The ability to form a scientific worldview is determined by the prevailing style of thinking and the educational environment which the individual is within. The guidance given by teachers, educators, psychologists and other representatives of the environment of student youth on the process of students' cognition is manifested in the transfer of knowledge to students, assistance to them. However, help has a more guiding character, because it is important for a developing individual to provide an opportunity to make independent decisions. In student years, the ability to conduct activities in accordance with consciously made decisions increases. The degree of concentration of attention on the implementation of a task increases, the volume of memory increases, and thinking itself becomes critical (Social activity as the basis of social creativity, 2011; Yakuba, 2001; Salakhutdinov, 2002; Goloshumova et al., 2019b).

Socio-Psychological characteristics of the student youth
As mentioned above, students are characterized by certain psychophysiological features, which are due to the specifics of the development of the psyche. For instance, along with other features, critical judgments are typical of students (often the world is divided into "*black*" and "*white*", maximalism in views prevails, categorical assessments); speed of reactions (in personal and social relations); high selectivity in the choice of certain types of activity; instability of the emotional-volitional sphere; the prevalence of the external locus of control in assessing both failures and the internal locus in assessing their achievements; search for an authoritative personality ("*idol*"); overestimated demands on others; a pronounced desire for independence and self-assertion.

It is in adolescence that the formation and development of the value-semantic frame of the individual's personality takes place; individual psychological personality traits are formed; a worldview is formed; there is a development of self-consciousness; the ability to conduct a self-analysis is formed (the ability to critically assess one's actions and deeds, the result of activity). It is extremely important that in adolescence, the skill of processing and assimilating volumetric information becomes subservient, thus forming the individual's ability to find original ways of solving difficult life situations (coping strategies, strategies for overcoming difficult situations are developed).

Activities based on the student media centre as a tool for raising social activity
Communication in society is based on communication with the mass media (hereinafter - MM). This type of contact occurs at the same time in two directions at once. The first is socio-anthropological, in this case the MM integrates a person into society and promotes his further development. The second direction - medial, using technical means, is subdivided into individual and mass ones. Here the individual is "*a means of generating, transmitting and regulating information phenomena and processes*".

Sociologist and culturologist F. I. Minyushev notes: "*a high level of social activity is identified with creative activity. If, as a result of social activity, something truly new is created, it reaches the level of creative activity directed towards the creation of something truly new, progressive and manifested when faced with the solution of fundamentally new problems. This activity is identified with self-activity as free, conscious activity*

in various spheres of society. It implies the development of all the abilities and talents of the individual. We think that for a person to demonstrate conscious social activity, it is necessary to develop his creative potential from an early age" (Galeeva & Turkhanova, 2013; Valeeva & Vikhareva, 2019).

For humanities students, extracurricular activities in the field of mass communications are one of the most accessible ways of integrating into society, establishing a strong connection with it, as well as by a method of personal growth. It is of great importance in the development of the program to achieve the goal of raising the level of social activity of the participants in the selection of topics for the educational block. First of all, a person who is directly involved in the media sphere is a person with a broad outlook and his ability to interact with society.

Educational institutions of higher education and the active part of students use various measures to raise the level of social activity of young people: educational and entertainment programs are developed, contests, festivals, and trainings are held.

Thus, in the system of higher professional education, the subjects of the educational process are implementing various projects aimed at developing general culture and social activity of student youth. These projects are implemented with the aim of:
1. Creating a creative environment of a higher education institution, contributing to the growth of general culture of students and their social activity;
2. Developing communicative competences;
3. Creating a platform in educational institutions of higher professional education for the implementation of creative ideas.

MATERIALS AND METHODS

In the framework of our research, for the purpose of studying social activity and general culture of the student youth through developing activities in the field of student media, at the preparatory stage of work we carried out an incoming diagnostic assessment, the results of which made it possible to determine the level of creative abilities of students enrolled in the humanities courses at Plekhanov Russian University of Economics, Russian State Social University, Moscow City University, I.M. Sechenov First Moscow State Medical University (Sechenov University) and The Kosygin State University of Russia.

The questionnaire "*What is your creative potential*" (Rogov, 2020) was used to confirm or refute the assumption that students in the humanities are more inclined to social activity. The study sample consisted of students aged between 18 and 21 in the humanities, the bachelor programs "*Psychology*", "*Sociology*", "*Political Science*", "*Pedagogy*". Six hundred students took part in the study.

According to the definition of the author of the technique, "*the professional and psychological abilities of an individual can be called creative potential. The level of creative potential is assessed by the development of intelligence, professional qualities and socio-professional orientation. The components of a person's creative potential are his curiosity, constancy, visual and auditory memory, ability to abstract and concentrate, self-confidence and aspiration for independence*" (Kolmogorova & Sivtsova, 2013).

To analyse the results, students' answers were transformed according to a points system. The total amount of points received as a result of the survey reflects the level of creative potential of respondents. The levels of creativity potential on the basis of the chosen technique are divided into three categories: low, normal and

high. The maximum number of points that can be obtained is 51. If the respondent scored less than 21 points in total, then his creative potential is small, 22-45 points - the student has normal creative potential, but there are problems that impede the creative process, 46-51 point - the student has high creative potential (Kolmogorova & Sivtsova, 2013).

RESULTS AND DISCUSSION

The results of the survey showed that the level of creative potential of the majority of students in the humanities is at the level of the average (68% out of 100% of students). Having calculated the arithmetic mean of the indicators for the entire sample, we received 36 points, which also corresponds to the indicators of the norm (the minimum number of points is 28, the maximum is 40).

Creativity is the highest form of activity and a process "*aimed at transforming and creating qualitatively new forms of social relations and social life*" (Valeeva & Vikhareva, 2019).

In our opinion, a socially active individual is, in one way or another, engaged in the development of his creative abilities, and activity on the basis of student media is directly related to creativity.

To make a diagnostic assessment of the development degree of students' communicative and organizational inclinations, we conducted a survey using the COI technique (Sinyavsky & Fedorishin, 2007).

Having carried out calculations according to the existing formula, we came to the following conclusion: the surveyed students have an average level of communicative and organizational abilities (65% out of 100% of respondents).

An important factor influencing the development of social activity is regular interaction with society, which includes active communication processes, as well as self-development through the development of new knowledge and skills. Based on the research results, we have designed an additional education program for students through developing activities in the field of student media (hereinafter - the Program).

Abstract of the Program: at present, in institutions of higher professional education, there are limited tools for increasing social activity and developing general culture of the student youth.

The purpose of the Program is to increase the level of social activity and general culture of students of higher education institution.

Objectives of the program:
1. To provide conditions for mastering the theoretical block of the Program;
2. To design a plan for practical activities of student youth to give the opportunity to apply theoretical knowledge in practice;
3. To develop a communicative component between students;
4. To design a program containing master classes and trainings that contribute to an increase in the level of social activity and general culture of students.

The program is intended for students of higher educational professional institutions who get training in the humanities programs. The activities of students in the humanities are directly related to a person, therefore, if to improve their field-specific skills and increase the level of social activity and general culture, then the

indicators of the level of their activities will increase significantly. Participating in the Program, students will gain theoretical knowledge and practical skills in organizing the work of the student media space. The program includes a series of lectures, trainings and master classes that will help participants improve their performance as a professional and as a person.

Expected results of the program:
- A high level of creative thinking;
- Development of soft skills of the Program participants;
- A high level of social activity and development of general culture;
- Acquiring knowledge by participants of the basics of safety when working with equipment;
- Mastering information on the ways of presenting information for various target audiences;
- Confident use of information and computer and mobile programs for video processing;
- Use of the rules of photo and video filming, namely: how to choose the right camera angle; how to compose the frame correctly; how to set up and use lighting correctly; how to use different types of shots correctly; how to properly use the capabilities of filming equipment;
- Use of image editing skills in various specialized programs;
- Creating and editing video in programs, namely: capturing video files; import of video files; editing and grouping videos; video soundtrack editing; creation of titles; export of video files.

The educational-thematic plan for the Program implementation is presented in Table 1.

Table 1. Educational-thematic plan for the program implementation.

№	Subject of the lesson	Number of hours
Practical self-knowledge (social activity and general culture)		
1	Theoretical and methodological principles of culture development	4
2	Topical problems of culture	4
3	Trends in cultural universalization in the global modern process	4
4	Formation and development of culture	4
Media space in vocational education		
5	Concepts of pedagogy and mass media	2
6	Notion of media education as an autonomous branch of pedagogy	2
7	Media education and media literacy	2
8	Media culture and media mentality	2
9	Media mentality	2
Professional communications		
10	Methodology of social communication models	2
11	Approaches and areas of business communications development	2
12	Skills of effective interaction	2
13	Strategies of oral and written business communications: points of common ground and determinant of differences	2
14	Professional communications as sociocultural mechanism of interaction with social environment	2
15	Management of communications	2
16	Social and psychological mechanism of professional communication	2
17	Organizational communications and HR management strategies	14
	Total	**54**

The program is composed of educational and practical classes, which are divided into 2 main blocks.

Information and training block
This block is designed for 36 hours. The program is designed to increase the level of social activity through the transfer of the knowledge base about the student media environment (master classes and lectures related to copywriting, journalism, video, photography), as well as by providing tools for the personal growth of participants: training sessions on goal setting, development communication skills, stress resistance and other topics, the mastery of which contributes to the growth of social activity and development of general culture.

Practical block
This block consists of the participation of students in public events and the implementation of practice during the educational block, when students themselves are engaged in media activities.

Master classes, lectures and games give an opportunity to form knowledge and skills that help students realize themselves in media activities on their own.

To confirm the effectiveness of the Program implementation, after its completion, we carried out the second stage of the study. The study embraced students who successfully completed this Program and took part in the first stage of the study. Two methods were used: the method "*What is your creative potential*", designed by E.I. Rogov (2020); the technique "*Communicative and organizational inclinations*" (Sinyavsky & Fedorishin, 2007).

According to the results of the technique "*What is your creative potential*" (Rogov, 2020), the following data were obtained. The majority of student youth demonstrated a high level of creative potential and a predisposition to activities in the field of creativity (98% out of 100% of students), which confirms the effectiveness of the Program. The results according to the "*COI*" technique also indicate high rates (96% out of 100% of students). According to the analysis of the test results, it can be concluded that after completing the Program, students developed their creative potential, began to possess high communication and organizational skills, which proves the role of social activity of those groups in which they get education, work, and master life experience.

The study proved the need for the development and implementation of the Program, the purpose of which is to raise social activity and the development of general culture.

Summarizing the foregoing, one can state that the designed Program develops the necessary skills of social activity among students, broadens their horizons, and also helps to open a new sphere of public life for everyone.

CONCLUSION

The definition of "*general culture*" and "*social activity*" solidly went into the system of concepts in the list of social sciences and humanities. However, both the term "*general culture*" and the term "*social activity*" are interpreted rather contradictory in many sources. Even if we take into account the widespread use, there is a different content in the definition of these terms in the scientific literature. This is explained by the complexity of the concepts themselves, as well as the variety of approaches to their definition.

The theoretical and methodological analysis of the problem of the development of general culture and social activity of students through the implementation of creative activity in the media space, presented in the paper, allowed us to specify and concretize these concepts, as well as to design a Program of additional professional education for students.

The program designed by us, in addition to the formation of competencies in the field of social activity and development of general culture, informational support of events and coverage of the main news among students, is intended for identifying and increasing the skills of students in the field of humanities who take part in the activities of the media space. This is a high-quality practical platform that allows students to continue activities after graduation from the university that directly involve interaction with people and society.

Accomplishing the tasks assigned to the participants of the Program requires the existence of the above qualities. For this reason, an exchange of experience is carried out, as a result of which the level of social activity of students of a higher educational institution increases.

Thus, the activities in which students are expected to take part will give the opportunity for them to participate in various events and projects, to show themselves to be a creative person, the ability to communicate with society, and organize events. Relying on this experience, humanities students after graduating from a higher educational institution will be able to socialize much faster, determine the further direction of their professional activities, and also continue their social life in the framework of the press service of state bodies and public organizations.

AUTHOR'S CONTRIBUTION

The authors confirm that there is no conflict of interest in this paper. L.V. Shukshina developed a methodology, organized and conducted a theoretic study, carried out theoretical analysis, and wrote the paper. S. Nizamutdinova and A. Mamedov conducted a theoretical analysis of the research problem. They defined and concretized the concepts of general culture and social activity of students through the implementation of creative activity in the media space. A. Kidinov and A. Litvinov have designed an additional education Program for students, the purpose of which is to increase social activity and the development of health-promoting culture in the youth milieu. Yu. Sudakova and E. Lvova carried out a theoretical analysis of the problem under study and improved the research methodology. All authors of the paper carried out the empirical part of the study on students studying at the university of the author of the article. All the authors of the paper conducted testing of the designed Program at their universities.

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