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MODEL OF THE FORMATION OF STUDENTS' SOCIAL RESPONSIBILITY THROUGH VOLUNTEER ACTIVITIES

Abstract

This article presents the development and theoretical justification of a pedagogical model aimed at fostering students' social responsibility through the systematic integration of volunteer activity into the higher education curriculum. The methodological framework of the study is grounded in pedagogical modeling, a systematic review of scholarly literature, and the synthesis of theoretical and empirical approaches. The resulting model comprises four interrelated components: target, content, procedural, and evaluative-resultative. The scientific contribution of this work lies in the construction of a coherent pedagogical framework that integrates contemporary theories of moral identity, social identity, and transformative learning, while reflecting current formats of volunteer engagement and educational practice. The model is based on validated principles of learning environment design and is oriented toward the cultivation of civic consciousness, an understanding of the social relevance of future professional activity, and a readiness for socially engaged behavior. The findings of this study may inform the implementation of volunteerism within university curricula and the design of educational strategies aimed at promoting civic responsibility and social inclusion among students.

Keywords: social responsibility, volunteer activity, higher education, pedagogical model, civic engagement.

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СТУДЕНТТЕРДІҢ ВОЛОНТЕРЛІК ҚЫЗМЕТІ БАРЫСЫНДА ӘЛЕУМЕТТІК ЖАУАПКЕРШІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ МОДЕЛІ

Аңдатпа

Мақалада студенттердің әлеуметтік жауапкершілігін қалыптастыруға бағытталған педагогикалық модельді жоғары оқу орындарының білім беру үдерісіне волонтерлік қызметті енгізу арқылы әзірлеу және оның теориялық негіздемесі ұсынылады. Зерттеудің әдіснамалық негізін педагогикалық модельдеу қағидаттары, ғылыми әдебиеттерге жүйелі талдау және теориялық әрі эмпирикалық тәсілдердің синтезі құрайды. Әзірленген модель төрт өзара байланысты компоненттен тұрады: мақсатты, мазмұндық, үдерістік және бағалау-нәтиже блоктары. Зерттеудің ғылыми жаңашылдығы - моральдық бірегейлік, әлеуметтік сәйкестілік және трансформативтік оқыту теорияларын заманауи волонтерлік қызмет формалары мен білім беру тәжірибелерімен ұштастыру негізінде тұтас педагогикалық модельді әзірлеу. Модель білім беру ортасын жобалаудың қағидаттарына сүйенеді және азаматтық ұстанымды қалыптастыруға, кәсіби қызметтің әлеуметтік маңызын ұғынуға, эмпатия мен қоғамдық пайдалы әрекеттерге дайындықты дамытуға бағытталған. Алынған нәтижелер волонтерлік қызметті жоғары оқу орындарының оқу курстарына кіріктіруде, сондай-ақ студенттердің азаматтық жауапкершілігі мен әлеуметтік белсенділігін дамыту бағдарламаларын жобалауда тәжірибелік тұрғыда қолданылуы мүмкін.

Түйін сөздер: әлеуметтік жауапкершілік, волонтерлік қызмет, жоғары білім, педагогикалық модель, азаматтық белсенділік.

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МОДЕЛЬ ФОРМИРОВАНИЯ СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ У СТУДЕНТОВ В ПРОЦЕССЕ ВОЛОНТЁРСКОЙ ДЕЯТЕЛЬНОСТИ

Аннотация

Статья посвящена разработке и теоретическому обоснованию педагогической модели формирования социальной ответственности студентов через включение волонтерской деятельности в образовательный процесс в вузе. Методологическую основу исследования составили принципы педагогического моделирования, системный анализ научной литературы, а также синтез теоретических и эмпирических подходов. Разработанная модель включает четыре взаимосвязанных компонента — целевой, содержательный, процессуальный и оценочно-результативный. Научная новизна исследования заключается в разработке целостной педагогической модели, основанной на интеграции современных теорий моральной идентичности, социальной идентичности и трансформативного обучения, с учётом актуальных форматов волонтерской деятельности и образовательных практик. Модель опирается на принципы проектирования образовательной среды и направлена на формирование устойчивой гражданской позиции, осознание социальной значимости будущей профессиональной деятельности, развитие эмпатийности и готовности к общественно полезным действиям. Полученные результаты могут быть применены при интеграции волонтерской деятельности в учебные курсы вузов, а также при проектировании программ по развитию гражданской ответственности и социальной вовлечённости студентов.

Ключевые слова: социальная ответственность, волонтерская деятельность, высшее образование, педагогическая модель, гражданская активность.

Introduction. The formation of students' social responsibility is becoming one of the strategic objectives of modern higher education, especially in the context of global challenges and the priority of the Sustainable Development Goals. In an educational environment, social responsibility is understood as the ability of an individual to act in the interests of the community, realizing the consequences of his actions and taking an active part in solving socially significant problems [1]. The results of foreign studies confirm that the systematic inclusion of volunteer activities in the educational process, primarily in the format of service—learning and community-based learning, contributes to the growth of students' social engagement and strengthening their professional identity. Volunteer practice enhances the socio-ethical aspects of student experience and contributes to the formation of professional self-awareness as a service to society [2, 3].

In modern educational discourse, students' social responsibility is considered as an integral component of the preparation of a well-rounded personality capable of sustainable social interaction and participation in the life of civil society. As noted by J. Qi, the development of social responsibility presupposes students' awareness of their own role in social progress and willingness to act in the interests of others, which requires not only normative influence, but also the transformation of internal motivation through a variety of educational strategies, including digital and cross-sectoral interaction formats [4].

The concept of moral identity proposed by Carl Aquino and Americus Reed also serves as the theoretical basis for the formation of social responsibility in the university environment. According to their approach, moral identity is a component of the "Self-concept", organized around a set of morally significant traits, and performs the function of self-regulation, activating behavior aimed at the benefit of others [5].

An interuniversity study conducted in Latin American countries showed positive dynamics in the indices of social responsibility and professional self-identification of students after one semester of participation in service-learning programs [6]. Similar conclusions were recorded in the Turkish sample: participation in a 14-week volunteer activity course was accompanied by a significant increase in social indicators responsibility [7]. These data emphasize the universality of the pedagogical effect of volunteer activity, regardless of the cultural context.

A key mediator of this effect, according to a number of studies, is the development of empathy. In particular, a longitudinal study of students of pedagogical specialties in China recorded steady growth on the perspective-taking scale after 12 weeks of participation in the library volunteer program [8].

The literature emphasizes that hybrid formats (online + offline) have comparable effectiveness with face-to-face practices in the context of developing students' social responsibility. In addition, the use of the digital Volunteer-Track platform has contributed to a 15% decrease in participant turnover and an increase in the average number of hours of volunteer activity [5], which indicates the potential of e-volunteerism as a tool for expanding and inclusivity of social practices.

As noted by Reig-Aleixandre and co-authors, the university environment has the potential not only to teach, but also to form value orientations through practice-oriented volunteer activity aimed at supporting vulnerable groups [3]. It has been empirically confirmed that the systematic participation of students in service-learning programs contributes not only to personal and professional growth [7], but also to the development of empathy, solidarity, civic engagement and the ability to social reflection.

The purpose of this study is to develop and theoretically substantiate a pedagogical model for the formation of students' social responsibility in the process of volunteering.

The scientific novelty consists in offering a holistic model that integrates modern theoretical approaches and international experience for the systematic development of social responsibility in the educational environment.

The practical significance is determined by the possibility of introducing the model in universities of Kazakhstan to enhance citizenship and students' willingness to solve social problems.

Basic provisions. The developed model for the formation of students' social responsibility through volunteer activity is a systemically organized structure based on modern theoretical approaches and empirically proven mechanisms. It combines the concepts of moral identity, social identity, and transformative learning with key mediators (empathy, self-efficacy) and relevant inclusion formats, including digital volunteer activity.

Social responsibility in the context of this model is understood as an integrative quality, including cognitive awareness of the social significance of one's own actions, emotional and value involvement, and behavioral readiness for socially significant initiatives [3, 4]. Research shows that components such as moral reflection, empathy, and identification with a social role are key determinants of sustainable volunteer behavior [2, 8].

At the theoretical level, the model is based on:

- The theory of moral identity, who argues that sustainable prosocial behavior is possible when values are embedded in the structure of the "Self-concept" [5];
- A social identification approach, according to which participation in service-learning initiates the formation of a "volunteer identity" that promotes long-term social activity [8];
- A transformative learning approach, according to which critical reflection on personal social experience contributes to the revision of values and the formation of internal motivation for social responsibility [9].

In addition, the meta-analysis shows that participation in service-learning has a positive effect on the development of students' citizenship, empathy, academic achievement and social skills [10].

Materials and Methods. The present study is devoted to the development of a model for the formation of social responsibility of students in higher education through the inclusion of volunteer activities in the educational process. To achieve this goal, the method of pedagogical modeling was applied, which made it possible to systematize the theoretical material and identify the key components of the model.

The study conducted a systematic analysis of scientific literature in the Scopus, Web of Science, and Google Scholar databases using the key queries: "student social responsibility", "volunteering in higher education". The selection included empirical studies with the described methodology and a high degree of reliability.

The development of the model took place in several stages: the analysis of relevant publications, the identification of key determinants, the construction of a conceptual structure and an expert assessment of its applied feasibility. Special attention is paid to the procedural component of the model, which includes approaches, pedagogical conditions, methods and forms that promote the development of

students' social responsibility. The results of the study are presented in the form of a model diagram that combines all its main components.

Results and Discussion. Based on a systematic analysis of the literature and our own design stage, a four-component pedagogical model for the formation of students' social responsibility through volunteer activities was formed. The model is consistent with the "target - content - procedural - evaluative and resultative" typology (see Fig. 1); below is the content of each block and its scientific verification.

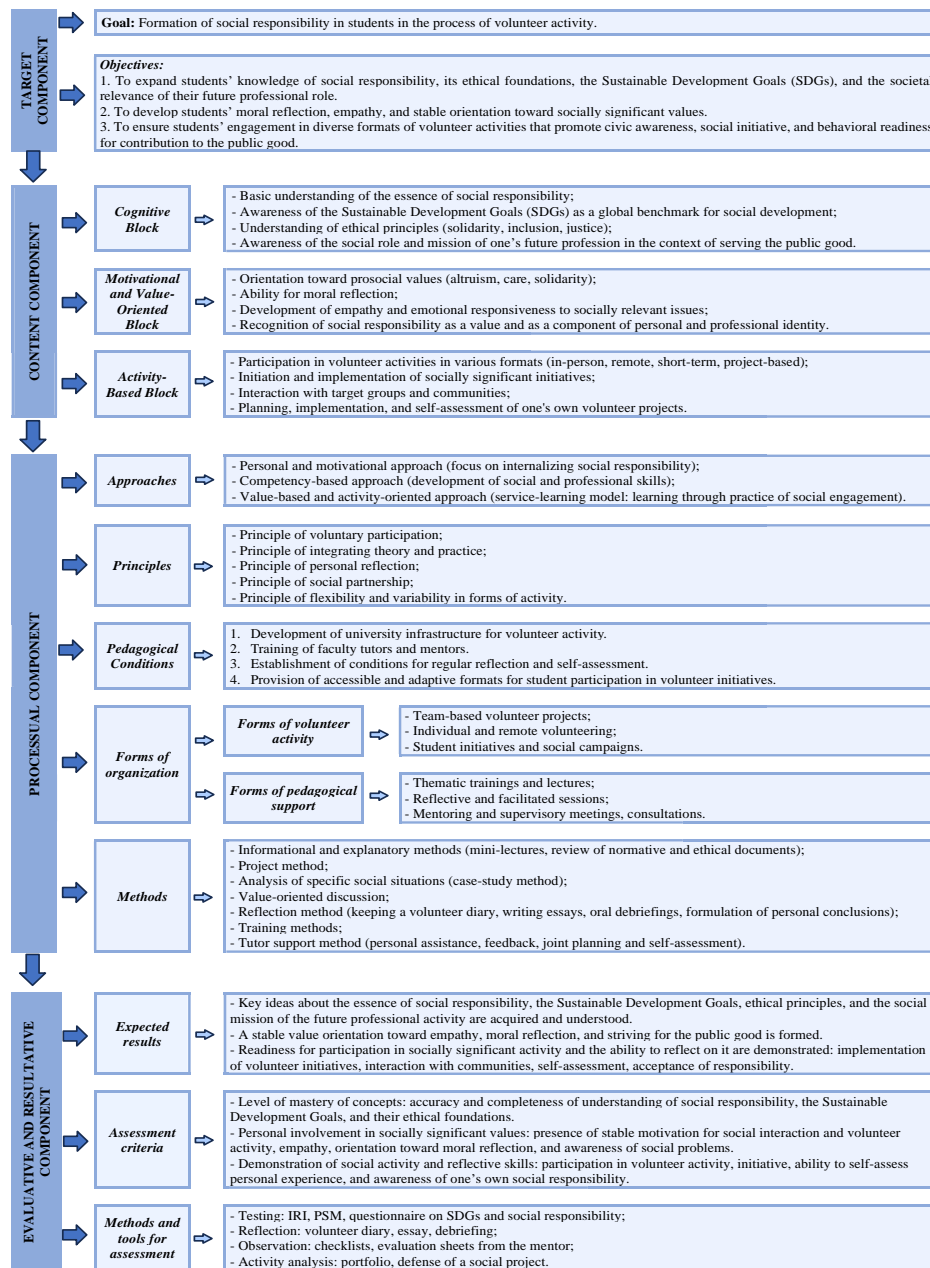


Figure 1. Model of the formation of students' social responsibility through volunteer activities

Starting with the Target Component, the proposed pedagogical model is based on the main *Goal* — the formation of social responsibility among students in the process of volunteering. This goal reflects the modern understanding of the university's mission as not only an academic, but also a social institution, where civic maturity, empathy and readiness for socially significant actions are formed. In the context of the global educational agenda and the priority of the Sustainable Development Goals (SDG), social responsibility is considered as an integrative construct that includes awareness of social

problems, moral engagement and behavioral readiness to act for the benefit of the community [3]. The formulation of the goal correlates with the approaches of transformative and value-based education, in which the emphasis is on educating an active citizen through practice-oriented learning formats. The service-learning model, in particular, emphasizes the importance of including volunteer activity in the educational process as a means of shaping professional and civic identity [8, 10]. Thus, the stated goal of the model has not only a conceptual, but also an evidence-based empirical justification: research demonstrates the sustainable impact of volunteer activity on the development of students' personal and social competencies [11].

The three Objectives presented in the model specify the goal and correspond to the logic of building a meaningful component.

The first objective is aimed at expanding students' knowledge of the theoretical foundations of social responsibility, its ethical foundation, the goals of sustainable development and the social mission of future professional activity. This corresponds to the cognitive dimension of the model and is based on works that emphasize the importance of conceptual clarity and global awareness in the process of responsibility education [12, 13].

The second objective is focused on the development of moral reflection, empathy and a sustainable focus on socially significant values. It correlates with the motivational-value block and is based on empirical research demonstrating the role of empathy and moral reflection as mediators of civic identity formation [4, 14].

The third objective relates to the behavioral level: it involves the active involvement of students in various formats of volunteer activity and the development of initiative, citizenship and readiness for meaningful social action. The effectiveness of these formats has been confirmed by a number of works emphasizing the importance of the experience of real interaction with communities for the formation of responsibility and social maturity [15, 16].

Thus, the Target Component in the proposed model reflects a systematic approach to the formation of social responsibility as an integral competence that develops not only at the level of knowledge, but also through experience, reflection and actions.

Turning to the Content Component, it can be noted that its structure is based on a three-block model that covers cognitive, motivational, value and activity aspects of the development of social responsibility. This approach ensures the holistic development of this quality, starting with the basic conceptual framework and ending with the formation of sustainable behavioral strategies. The theoretical basis is the model of moral identity (Aquino & Reed 2002), as well as transformative learning, in which meaningful experience becomes a catalyst for personal change [5].

The Cognitive Block is aimed at forming the conceptual field of social responsibility as a pedagogical category. It includes basic concepts of the essence of social responsibility, awareness of the Sustainable Development Goals (SDGs) as a global benchmark for social progress, an understanding of ethical principles (solidarity, inclusion, justice), as well as an understanding of the social role and mission of the future profession. Research shows that awareness of the social significance of the profession enhances students' identification with society and promotes a projective professional choice [12, 16]. The presence of a cognitive base is critically important, because without a theoretical foundation, volunteer activity risks remaining only a situational activity without a long-term impact on the personal structure.

The Motivational and Value-Oriented Block forms a personal acceptance of social responsibility as a significant value. It includes orientation towards prosocial values (altruism, caring, belonging), the ability to moral reflection, the development of empathy and emotional responsiveness, as well as awareness of social responsibility as part of personal and professional identity. Empirical evidence confirms that it is value internalization that determines the sustainability of voluntary behavior and readiness for social commitment.

The Activity-Based Block captures the behavioral level of social responsibility. It includes participation in volunteer activities in various formats (full-time, remote, short-term, project), initiation

and implementation of socially significant initiatives, interaction with target groups and communities, as well as planning, implementation and self-assessment of own volunteer projects. Research highlights that it is the combination of diverse formats and the possibility of independent initiative that create a sense of agency and responsibility among students [17].

This model implements a combination of three complementary approaches: Personal and motivational approach, Competence-based approach and Value-based and activity-oriented approach (service-learning model).

Personal and motivational approach is focused on the formation of internal readiness for social responsibility through the development of moral identity and self-reflection. According to the theory of moral identity [5], prosocial behavior is most stable when the values of social justice and caring are embedded in the structure of the "Self-concept". Empirical research, including the work of Ayala-Rodriguez [14], Hu [11] and Qi [4] confirms that the development of moral sensitivity, empathy and personal responsibility is directly related to the willingness of students to participate in socially significant activities. Thus, this approach provides the basis for the motivational acceptance of social responsibility as a personal and professional value.

The competence-based approach focuses on the formation of applied knowledge, skills and abilities necessary for effective volunteer practice. It is based on the theory of social cognition and the concept of self-efficacy by A. Bandura, as well as modern developments in the field of learning activity and the formation of soft skills [18]. Mentoring, learning through modeling, feedback management, and reflection enable students not only to participate in social interaction, but also to develop managerial, communicative, analytical, and project competencies. This strategy becomes especially effective when students participate in team initiatives and interact with external social organizations [17].

The value-based and activity-oriented approach (service-learning model) is a key methodological framework that allows you to combine the educational and social functions of volunteer activity. According to the theory of transformative learning, a steady change in value attitudes occurs through critical reflection on social experience. Studies by Celio, Reig-Alexandre, and Severino-González show that involving students in service-learning not only contributes to the growth of the social responsibility index, but also activates the processes of self-determination and awareness of the social significance of the profession [3, 6, 10].

Thus, the choice of Personal and motivational, Competence-based and Value-based and activity-oriented approaches allows ensuring the integrity of pedagogical impact — from internal acceptance of responsibility to the formation of behavioral readiness and sustainable civic engagement. All three approaches correspond to the logic of model construction and are based on internationally recognized theoretical and methodological foundations.

Also the model is based on a set of fundamental principles that ensure pedagogical stability, value integrity and reproducibility of practice:

- The principle of voluntary participation means that students are involved in volunteer activities on their own initiative, which is crucial for maintaining their internal motivation. Studies have shown that compulsory participation reduces the increase in social responsibility compared to the voluntary format.

- The principle of integrating theory and practice emphasizes that only the combination of academic content with real social experience contributes to the sustainable internalization of knowledge and values. Such a bundle is implemented through service-learning, where each action is supported by subsequent reflection and theoretical understanding.

- The principle of personal reflection focuses on a systematic understanding of their experience, which allows the student to build a connection between their own actions and the broader social context. The development of moral reflection is recognized as a key mediator of prosocial behavior [2].

- The principle of social partnership expresses the need for stable ties between the university and external social organizations. This ensures genuine involvement in the life of the community and makes students' activities practically meaningful.

- The principle of flexibility and variability in forms of activity allows you to consider the individual capabilities of students and the social context. The use of mixed formats (face-to-face, online, short-term and long-term) increases the reach and sustainability of participation.

These principles together create a normative and value framework in which a holistic model of social responsibility formation is implemented — from beliefs to actions.

The next logical component of the Processual Component is Pedagogical Conditions, which ensure the implementation of the goals and objectives of the model, based on the principles and selected approaches.

The first condition is the creation of an infrastructure for volunteer activities. It includes the existence of institutional agreements with social partners (NGOs, foundations, schools, hospices), the development of digital platforms for project coordination, recording hours of participation and collecting feedback. As Lin (2025) emphasizes, the availability of such systems (for example, the Volunteer-Track platform) helps to reduce the turnover of participants and increase the total volume of volunteer activity [9].

The second condition is the training of tutors and mentors. Effective student support is impossible without specially trained supervisors who know the methods of facilitation, emotional support and ethical navigation. Research shows that tutor support is a mediator between experience and personal transformation, especially in terms of moral reflection and overcoming emotional difficulties [12, 16]. The training of accompanying specialists should be integrated into the institutional system of professional development.

The third condition is the organization of regular reflection and self—assessment. This condition is aimed at students' awareness of their own experiences, emotional reactions, moral dilemmas, and the social impact of their activities. Written and oral reflective practices are used: volunteer diaries, debriefing sessions, mini-essays, and facilitated sessions.

The fourth condition is to ensure accessible and adaptive forms of participation. This is not only about logistical flexibility (the ability to combine volunteering with study), but also about the variability of the formats themselves: face-to-face and remote participation, short-term promotions and long-term projects, individual or team activities. This variability allows us to take into account different levels of motivation, employment and social skills of students.

The forms of organization of volunteer activities and pedagogical support represent an operationalized level of the procedural component of the model. They ensure the inclusion of students in social practice through a variety of participation formats and accompanying pedagogical influences.

The forms of volunteer activity cover three areas. Team volunteer projects involve students developing and implementing long-term initiatives in groups with role allocation and curatorial support. They promote responsibility, collaboration, and project thinking. Individual and remote volunteering provides the opportunity to perform social tasks in a flexible format, which increases the availability of participation and considers the individual characteristics of students. Student initiatives and social actions are usually implemented in the short term and are aimed at responding quickly to public demands, contributing to the formation of civic engagement.

Forms of pedagogical support include thematic trainings and master classes that develop key components of social responsibility, such as empathy, teamwork, and ethical thinking. Reflective and facilitated sessions provide insight into the experience and its transformation into personal conclusions. Mentoring and curatorial meetings provide students with the opportunity to receive feedback, emotional and organizational support during the implementation of volunteer activities. Such support plays the role of a link between theory and practice, shaping the sustainable development of internal attitudes towards public participation.

The methods used in the model of formation of students' social responsibility are aimed at achieving cognitive, value and activity goals and are based on the principles of active, reflective and value-based learning. Their choice is conditioned by the need to combine a theoretical understanding of social responsibility and practical action in real social contexts.

Information and explanatory methods (mini-lectures, analysis of normative and ethical documents) provide a cognitive basis for understanding the essence of social responsibility, sustainable development goals, and ethical principles. They serve as an intellectual framework, but they do not form behavioral attitudes without engaging in activities.

The project method and case study are focused on the development of practical skills and social initiative. Through solving real or simulated social problems, students learn to build teamwork, analyze the consequences of their decisions, and take responsibility.

Value-based discussion (discussion of moral dilemmas, themes of justice, solidarity) stimulates moral reflection and emotional inclusion, as well as promotes the development of a personal position on social issues, which is crucial for the internalization of social responsibility [4].

The method of reflection (volunteer diaries, written essays, debriefings) allows the student to comprehend his own experience and form an informed position. Research shows that it is structured reflection that contributes to the sustainable transformation of values and the growth of empathy [11].

Training methods are used to develop soft skills necessary for social activity: empathy, communication, and stress tolerance. They create a safe space for practicing social roles and interpersonal interaction.

The tutor support method provides personalized support, feedback and joint planning of activities, which is especially important for students with low starting motivation. Its regularity and focus on supporting self-determination enhances engagement.

Thus, the methodological tools of the model are built taking into account the balance between knowledge, experience, value understanding and support — the key components of the formation of social responsibility.

The evaluative and effective component completes the structure of the pedagogical model and captures the educational and personal effects resulting from the systematic involvement of students in volunteer activities. Its key elements are expected results, evaluation criteria, as well as methods and tools for fixing these changes. This component allows you to link the goals and objectives of the model with real transformations in the consciousness and behavior of students.

The choice of expected results is determined both by the logic of the model's purpose and by the scientific verification of key effects documented in the literature. The first result - mastering the basic concepts of the essence of social responsibility, sustainable development goals and the mission of the future profession - reflects the cognitive block of content and is confirmed by studies showing that knowledge of SDG and ethical guidelines serves as the basis for civic self-identification [12]. The second result, the formation of a stable orientation towards moral reflection, empathy, and the pursuit of the public good, is directly related to the value—motivational component of the model and is supported by data on the role of empathy as a mediator of prosocial behavior. The third expected result, the manifestation of willingness to participate in socially significant activities and the ability to comprehend them, reflects the activity component and is an integral indicator of personal growth, confirmed in research on service-learning [6].

The selected assessment criteria correlate with the expected results and allow a structured diagnosis of the development of social responsibility among students. At the same time, they cover three key planes — cognitive, affective-value, and activity—based - and rely on indicators proven in the literature that can capture complex personality shifts.

The first criterion, the level of mastery of concepts, is aimed at assessing the scope and accuracy of students' ideas about social responsibility, sustainable development goals and its ethical foundations. This indicator can be objectively measured using questionnaires developed on the basis of SDG Awareness scales and cognitive blocks of civic education models.

The second criterion, personal involvement in the values of socially significant activities, includes motivation for social engagement, developed empathy, and a focus on moral reflection. Its presence confirms the internalization of values and reliance on intrinsic motivation, which is especially emphasized in the theory of self-determination and moral identity.

The third criterion, the manifestation of social activity and reflective skills, registers participation in volunteer projects, initiative, interaction with communities, and the ability to self—assess one's experience. This is a key behavioral indicator that demonstrates how successfully a student can put the acquired knowledge and attitudes into action.

Combined assessment methods and tools reflecting cognitive, motivational, value, and behavioral aspects are used to evaluate the effectiveness of the model. At the cognitive level, questionnaires on SDG awareness and basic concepts of social responsibility are used. Empathy and motivation are assessed using validated IRI and PSM scales that have proven themselves in the context of volunteer research [4, 17].

Reflective skills are captured through volunteer diaries, essays, and debriefings that demonstrate the depth of personal reflection. The behavioral component is assessed by mentors based on checklists and through portfolio and social project analysis, which allows an objective reflection of the level of engagement and effectiveness of participation.

Thus, the evaluative and effective component completes the construction of the pedagogical model, ensuring the verifiability and validity of its effectiveness. The coordination of expected results, criteria, and assessment tools allows us to capture complex changes in cognitive, value, and behavioral spheres. This confirms that volunteer activity, integrated into the educational process, can not only expand knowledge, but also contribute to a deep internal transformation of the student's personality, forming a stable orientation towards the public good and active civic participation.

Conclusion. The presented pedagogical model for the formation of students' social responsibility through the integration of volunteer activities into the educational process of a higher educational institution is a logically structured and theoretically grounded system reflecting modern approaches to the development of civic and moral qualities among students. The inclusion of theoretical foundations such as moral identity, social identity, and transformative learning gives the model scientific depth and interdisciplinary validity.

The development covers all the key components of pedagogical design: targeted, meaningful, procedural, and evaluative. The model considers current volunteering formats, including digital and hybrid practices, and offers methodologically diverse forms of support adapted to modern conditions of higher education. The practical significance is reinforced by the emphasis on reflection, flexibility of formats and sustainable involvement of students in socially significant activities.

An assessment system covering cognitive, value, and behavioral criteria deserves special attention. It provides an opportunity for a multidimensional diagnosis of anticipated personal and educational changes. In the future, this model can be supplemented with empirical testing results, which will clearly demonstrate the degree to which the expected effects have been achieved — the formation of a civic position, awareness of the social significance of the profession and readiness for socially useful actions.

Thus, the model is a promising tool for increasing student civic engagement and social engagement and can be effectively used in higher education development strategies, especially in the context of sustainable development and government youth policy priorities.

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СИНЕРГЕТИКАЛЫҚ МОДЕЛЬ: ИНТЕГРАЦИЯЛЫҚ ОҚЫТУДА ПӘНАРАЛЫҚ КОНСОЛИДАЦИЯЛАУ ПАРАДИГМАЛАРЫН ТАЛДАУ АРҚЫЛЫ ҚҰЗІРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ

Аңдатпа

Мақалада жоғары оқу орындары білім траекториясында интеграциялық оқытудың инновациялық парадигма-сындағы синергетикалық аспект қарастырылады. Синергетикалық білім мазмұны – пәнаралық сипаттағы оқу мәтіндері арқылы жүзеге асатын оқыту моделінің басты шарты ретінде түсіндіріледі, сондықтан мәтінді танудағы пәндердің мәніне талдау жасалады. Синергетиканың бейкальпыттылық, бейсызықтық, ашықтық ұстанымдарына сүйене отырып, қазақ тілін оқытудың синергетикалық моделі және оны жүзеге асырудың шарттары ұсынылады, синергетика қазіргі білім берудің жаңа парадигмасы ретінде жүйеленеді. Зерттеудің мақсаты – қазақ тілі экспрессивтік стилистикасын пәнаралық консолидациялау және интеграциялық оқытудың синергетикалық