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DIAGNOSIS OF YOUNG PEOPLE'S ABILITY TO COOPERATE IN THE EDUCATIONAL SPHERE

Abstract

In today's rapidly evolving socio-economic landscape, cooperation is a vital competence for successful socialization and professional growth. The ability to interact effectively in groups, work collaboratively, and adapt to diverse situations is crucial for both individual development and social integration. The aim of the study is to test a model for developing youth cooperation technologies. The main objectives include adjusting the current skill levels, developing a socio-pedagogical program, and analyzing its effectiveness. The research methodology is based on the use of tests, case studies, reflective practices, and statistical data processing methods. The experiment involved 264 individuals aged 17 to 23, representing various social groups and having prior experience in social activities. The study results indicated that most participants demonstrated a low level of cognitive activity, while the emotional and motivational component was at a high level. The proposed model is expected to enhance cognitive and entrepreneurial competence. The value of this work lies in the development of an effective diagnostic toolkit and a program for fostering competence in cooperation, contributing to the advancement of socio-cultural activity methodologies. The practical innovation consists of the applicability of the developed model for working with young people in the educational sphere.

Key words: competence, youth cooperation, socio-cultural activity, volunteer movement, social integration, diagnostic toolkit.

Introduction

The formation of youth competencies in cooperation within socio-cultural activities demonstrates a consistently positive dynamic in each indicator. These changes significantly differ from those observed in young people who were not involved in the implementation of the model.

This study was conducted with the support of the municipal autonomous institution "Center for Youth Complex" in the Naro-Fominsk city district, which served as the designated research site. The participant group consisted of 264 young individuals actively engaged in volunteer initiatives. This cohort included individuals aged 17 to 23, each with less than one year of experience in socio-cultural communication.

Materials and methods

During the pilot data collection, participants demonstrated varying levels of knowledge. Specifically, 13% were employed in secondary schools, 13% in vocational schools, 41% in higher education institutions, and 33% in higher education institutions. Regarding academic performance, 13% had completed general secondary education, 15% had secondary vocational education, 14% had higher education, 37% had higher education, and 21% had secondary vocational education

training. The sample predominantly consisted of women, with 85% female participants and 15% male participants. Most participants resided in Moscow and the Moscow region.

The comprehensive nature of volunteerism, as studied by L.E. Sikorskaya [1], encompasses several key aspects. These include the development of social interaction abilities, strengthening the individual, promoting social integration, fostering personal growth, enhancing the perception and understanding of values, developing professional and labor skills, encouraging innovation and activism, increasing self-awareness, providing opportunities for creative transformation, cultivating civic responsibility, and fostering humanistic, spiritual, and moral aspects. These facets of volunteering can play a crucial role in addressing complex issues related to meaningful recreation, which involves both participation and learning from cultural achievements. An essential element of volunteering is the development of social competence. By participating in volunteer projects, individuals enhance their interpersonal skills, learn to work effectively in a team, and adapt to various social situations, ultimately contributing to the growth of socially active individuals.

Main provisions

Research Design and Objectives:

The experimental stage of this study aims to test a specific model designed to develop the cooperative competence of young people within socio-cultural activities and to thoroughly verify the data obtained. The pilot phase was structured around the following objectives:

Establishing the initial level of cooperative competence among young participants (this was done at the beginning of the experimental process).

Development and implementation of a socio-pedagogical program to improve the cooperative competence of young people through the model presented in the first chapter (this represented the formative stage of the study).

Analyzing the collected data through comparative and statistical analysis to assess the program's effectiveness (this constituted the control and analytical stage).

Data were collected based on three assessment criteria: cognitive, activity-based, and emotional-motivational. These are further outlined in Table 1 (which includes specific methods exceptions).

To provide a comprehensive evaluation of the developed cooperative competence among young people, a point system was applied. Each level of competence was assigned a score: 0 indicates a low level, 1 indicates an average level, and 2 indicates a high level of competence for each evaluated indicator.

The combination of selected criteria and their corresponding indicators allows for the evaluation of the experience that individuals bring to teamwork in joint activities. The emotional-motivational criterion assesses participants' activity, interest in joint efforts, their ability to communicate effectively, and their ability to analyze their behavior and emotional state during group activities. The cognitive criterion measures a participant's understanding of group rules, their perceived role within the team, and awareness of group dynamics. The activity criterion evaluates the participant's experience in forming ideas, making informed decisions, and employing constructive communication methods.

Within the emotional-motivational criterion, the activity and interest of group members are recognized as contributing factors for achieving effective task performance. When team members become aware of their emotional state and its impact on performance, they can adjust their behavior, which, in turn, increases and enhances the productivity of group collaboration.

Results and discussion

The integration feature is also crucial. Volunteering encourages collaboration between individuals from diverse social backgrounds, uniting them to achieve a common goal. This shared experience fosters understanding and empathy between people from different social categories, promoting tolerance and mutual respect. In addition to its social impact, volunteering serves as an invaluable tool for professional development. By engaging in volunteer projects, individuals acquire new skills and knowledge that can be applied in their professional lives, opening up opportunities for personal growth and expanding employment prospects in the labor market.

Thus, volunteer activities play a critical role in addressing many issues related to organizing leisure activities. Volunteering promotes personal growth, connects people from different social

backgrounds, and allows participants to gain new skills and knowledge. Recognizing the educational potential of volunteering is essential, and efforts must be made to actively integrate volunteerism into education and development processes. A.I. Isilova and I.A. Isakova emphasized the unique attributes of volunteers, including "a well-developed system of moral motivation, demonstrated by a sense of personal value and a desire for moral encouragement and recognition of merit" [2], as well as "a high degree of moral motivation" [2]. These findings underscore the importance of considering these factors when developing the content of formative activities and evaluating the outcomes of programs aimed at improving young people's cooperative competence.

The activity criterion, on the other hand, is based on the experience of group work and demonstrates how well the participant has acquired the necessary skills and abilities to complete tasks successfully.

Tools for assessing the competencies of youth cooperation, including criteria, indicators, and levels of cooperative competence development, are provided in Appendix A.

It is important to note that all the aforementioned criteria are interconnected and complement each other. They help provide a comprehensive evaluation of the participant's role in a joint event and offer insight into their contribution to team efforts. The combined approach to using these criteria gives a complete picture of each participant's input to teamwork.

Criterion assessment involves organizing a multi-stage procedure for applying the criteria [3]. In our study, the assessment of youth cooperation competence formation levels includes two types of evaluation: external assessment using selected tools, and self-assessment of participants' experiences in joint activities through reflection. A diagnostic tool for evaluating the level of development of youth cooperation competencies is provided in Appendix B.

To determine the most effective ways of assessing the formation of cooperative competence in young people, the complex nature of this competence must be taken into account. We used tests to evaluate cognitive indicators. For example, a 10-question test was employed to assess the indicator "knowledge of regulatory legal acts and standards" in "behavioral collaboration." Each correct answer earned the participant 1 point. Final results were categorized as follows: fewer than 6 points – low level; 6–7 points – medium level; and 8–10 points – high level. Each level was assigned points: 0 points for low level, 1 point for medium level, and 2 points for high level.

To assess the indicator "understanding one's place in the group and role in joint activities," participants took R.M. Belbin's "team roles" test [4]. This test allowed participants to compare their ways of working together with one of eight team role types. A person can perform several roles simultaneously, which may be due to the nature of the roles or the absence of a representative of a particular role in the team. However, Belbin notes that a person's perception of an unnatural role can diminish their work quality and create a mismatch between the expectations of other team members, ultimately lowering trust within the team. Before taking the test, participants were asked to define their team role. If the test results did not align with self-diagnosis results, participants received 0 points (low level). If they matched, they received 1 point (high level). Identified levels were then converted into points for this indicator: 2 points for high level and 0 points for low level.

The assessment of activity indicators for the competence criterion was carried out using situations in which participants tested their experience of presenting ideas for group discussion, choosing constructive communication methods that considered the opinions of other participants. Bordovskaya [5, p. 226] characterizes the effectiveness of this tool in the context of forming key competencies and justifies its importance in evaluating theoretical knowledge, practical experience, and the ability to apply social skills to solve practical problems.

This tool's significant advantage over others is its ability to provide a comprehensive evaluation of competence levels, which is essential for our research, as we consider competence an integrative indicator of activity potential. When assessing young people's problem-solving abilities, Bordovskaya highlights the method's lack of complex calculations, enabling both a quantitative and qualitative assessment of competence, and establishing a connection between competence indicators and their external manifestations–youth behavior in joint activities.

Through the case method, participants were able to assess their experience in solving problems that closely resemble real-life situations. Participants in social and cultural events completed two tasks: Case 1: "Presenting ideas and demonstrating decision-making in a diverse environment," and Case 2: "Choosing methods of constructive communication according to the given situation." Each case solution was evaluated on three levels corresponding to the criterion levels: 2 points for high, 1 point for medium, and 0 points for low.

To assess emotional and motivational indicators, participants were asked to write an essay. The maximum score for the essay was 14 points. Essay scores were linked to three levels: below 7 points – low level; 7–10 points – medium level; and 11–14 points – high level. Each level was then assigned points based on the following indicators: low – 0 points, medium – 1 point, and high – 2 points.

The assessment tools also included a psychological methodology for evaluating emotional states and a case study. The indicator "positive mood for joint activities and confidence in a positive result" was assessed using the "self-healing" day method [6], with a maximum score of 8 points. Scores were categorized as follows: below 2 points – low level; 2–4 points – medium level; 5–8 points – high level. Levels were then assigned points for this indicator: low level – 0 points, medium level – 1 point, and high level – 2 points.

The indicator "managing personal emotions in collaboration" was assessed using a case study (with scores ranging from 0 to 2: 0 for low, 1 for medium, and 2 for high). To evaluate the "reflection of independent activity and emotional state," we used the "self-healing" method [7], designed for quick emotional state assessments and applicable at every stage of joint activity–before, during, and after.

The test for the day is a questionnaire designed to analyze the state and mood of participants, developed by employees of Sechenov Moscow Medical Institute. The "solar test" consists of thirty pairs of words that reflect the psycho-emotional state, activity, mood, and well-being of participants in joint activities. The test is based on the idea that well-being, activity, and mood are the main components of an individual's psycho-emotional state, characterized by polar assessments. Solar technology is widely used to determine individual characteristics and psychophysiological functions.

The cognitive component of competence was assessed using tests designed to objectively measure young people's knowledge, rules, and methods of team interaction. Scores greater than 4 points indicated favorable conditions, described at a higher level; scores below 4 points indicated lower levels. A normal condition score ranges from 5.0 to 5.5 points (average). Each level was then assigned points from 0 to 2, where 0 represents low, 1 represents medium, and 2 represents high.

Finally, scores were summed for each indicator, and the level of cooperative competence in youth was determined. The minimum score was 0 points, and the maximum score was 14 points. Participants scoring less than 7 points (less than 50% of the total) were rated low, 7–10 points (50–70%) as medium, and 11–14 points (over 70%) as high. The results of the primary diagnosis are presented in table 1.

Table 1 – Results of primary diagnostics of cooperative competence of young people

Size	and, people.	Average level, people.	High level, people.
cognitive	155	70	39
activity	based 121	64	79
emotional motivational	47	101	116
For everyone competencies for all	136	65	63
Note: Compiled by the authors.			

After diagnosis, all selected participants were divided into two groups: control and experimental groups of 132 people each (depending on the approximately identical age of the participants, the level of formation of cooperative competence and its criteria).

Table 2 – Division of selected participants into experimental and control groups by age and descriptive statistics

Group	Group age							M (average value)	Σ (standard deviation)
	17	18	19	20	21	22	23	19,86	1,8
experimental group, people.	18	16	17	36	18	15	12		
control group, people.	16	18	18	34	19	16	11	19,86	1,78
Note: Compiled by the authors.									

From table 2, we can see that participants in the control and experimental groups have the same average age-about 20 years. Deviations of the values in the control and experimental groups from the average value are almost identical (1.78 and 1.8, respectively).

The obtained data were analyzed using mathematical statistics methods SPSS (SPSS 20.0 software) the uniformity of the sample data was checked using a specific Fischer criterion. The actual Fisher criterion is a criterion used to compare two or more relative indexes characterizes the frequency of a particular feature with two values. The actual Fisher criterion is calculated using the following formula (formula for calculating the actual Fisher criterion):

$$P = \frac{(A+B)! \cdot (C+D)! \cdot (A+C)! \cdot (B+D)!}{A! \cdot B! \cdot C! \cdot D! \cdot N!} \quad (1)$$

where Nis the total number of items in two groups.! - factorial, this is the product of a number by a sequence of numbers, each of which is 1 less than the previous one [8].

The actual Fisher test has a statistical value of 0.2292. The result does not matter if $p < 0.01$. This indicates that the samples are homogeneous with age.

Table 3 – Distribution of participants selected by the levels of formation of youth cooperation competencies into experimental and control groups

Size	and, people.		Average level, people.		High level, people.	
	For example	KG	for example	KG	for example	KG
cognitive	79	76	33	37	20	19
activity	60	61	30	34	42	37
emotional motivation	23	24	52	49	57	59
For everyone competencies for all	66	70	37	28	29	34
Note: Compiled by the authors.						

In table 3, we present descriptive statistics of the results of the initial assessment of cooperation competencies and general criteria for youth competence in the control and experimental groups.

Table 4 shows that the mean values and standard deviations in the experimental and control groups are approximately the same. The average score on the cognitive criterion in the experimental group was 1.71, in the control group – 1.77, on the activity criterion – 2.16 and 2.14, respectively, on the emotional-motivational criterion – 3.95 and 3.96.

Table 4 – Descriptive statistics of the results of primary diagnostics of youth cooperation competencies

Size	N		M (average value)		σ (standard deviation)	
	example	KG	example	KG	example	KG
cognitive	132	132	132 1.71	1.77	1.24	1.19
activity	132	132	2.16	2.14	1.43	1.38
emotional and motivational	132	132	3.95	3.96	1.59	1.51
total through competence	132	132	6.56	9.15	4.45	4.6
Note: Compiled by the authors.						

To analyze the frequency of occurrence of interest between two samples, we utilized a specific Fisher test. This statistical method allowed us to assess the significance of differences between the percentages of two samples exhibiting the effect of interest. In this context, we focused on the presence of a medium and high level of competence in youth cooperation as the key effect of interest.

The null hypothesis (H0) posited that there were no statistically significant differences in the characteristics of the two samples. In contrast, the alternative hypothesis (H1) suggested that there were statistically significant differences between the two samples' characteristics. The Fisher test enabled us to determine whether these differences were significant.

For the cognitive criterion, the statistical value of the Fisher test was 0.8026, which is not statistically significant ($p > 0.01$). Similarly, for the activity criterion, the Fisher test yielded a value of 1, indicating no significance ($p > 0.01$). The emotional-motivational component also showed a Fisher test value of 1, which did not yield a significant result ($p > 0.01$). Finally, for all youth cooperation competencies, the statistical value of the Fisher test was 0.7119, which is not significant ($p > 0.01$).

These results confirm that there were no statistically significant differences between the experimental and control groups across all criteria. In other words, the initial data from both groups were comparable.

Next, we proceeded to evaluate the level of formation of youth cooperation competencies for each criterion based on the specific indicators, as presented in table 5.

Table 5 – Levels of formation of young cooperation of people competencies by cognitive criterion

Indicators		On the division of youth level of cooperative competence in separating young					
	people low level		medium level		high level		
	for example	KG	For example	for example	For example	KG	
knowledge of rules and standards of behavior	of people in joint activities.	50	46	66	74	16	12
	%	37,9	34,8	50,0	56,9	12,1	9,1
understand your place in the group and your role in people's joint activities	.	108	106	0	0	24	26
	%	81,8	80,3	0	0	18,2	19,7
a measure for all	people.	79	76	33	37	20	19
	%	59,8	57,6	25,7	25,0	15,2	14,4
Note: Compiled by the authors.							

As shown in table 5, a significant proportion of young people across all groups exhibit a low level of cognitive competence, with 59.8% in the experimental group and 57.6% in the control group demonstrating this characteristic.

In both the experimental and control groups, the majority of young people exhibited low or medium levels of competence in youth cooperation, particularly in terms of "knowledge of educational rules and standards." Additionally, there was an average level of competence observed in "behavior in joint activities," with 50.0% of participants in the experimental group and 56.9% in the control group showing such a level. However, a low level of competence was evident in terms of "understanding one's place in the group and role in joint activities," with 81.8% in the experimental group and 80.3% in the control group displaying this characteristic.

Furthermore, many young people faced difficulties with topics such as "the attributes of a cohesive team," "factors that affect the effectiveness of the group," and "the impact of positive feedback from group members on one another."

The data presented in table 5 is visually summarized in figure 1, which offers a clear representation of the results.

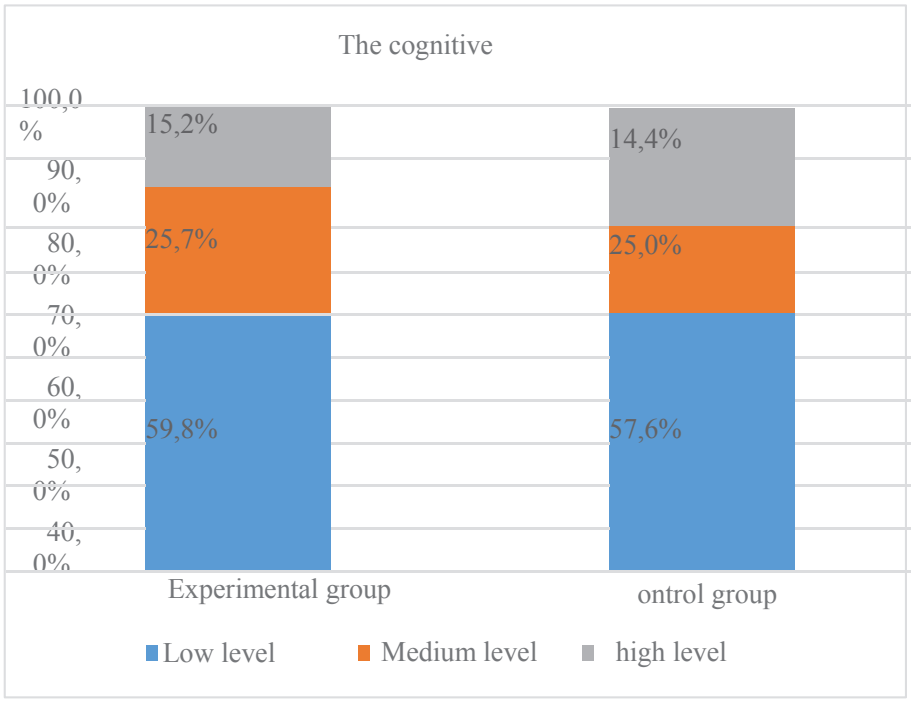

Figure 1 – The level of formation of competencies
of youth cooperation in accordance with the cognitive criterion

Note: Compiled by the authors.

There are difficulties in determining the role of young people in the team. Participants were asked to independently assign team roles of one type, and then pass the test of R.M. Belbin "team roles". 105 people in the experimental group and 115 people in the control group did not achieve the same result. Most of the participants in both groups identified their role as an" idea generator", and the test results show that the most appropriate role for them in the team is that of a "performer". Table 6 shows the results of diagnostics of the competence of youth cooperation by the criterion of activity.

Table 6 – Levels of formation of cooperation competencies among young people by activity criterion

Assessment indicators		On the division of youth level of cooperative competence in youth separation					
	low level		medium level		high level		
	e.g.	CG	e.g.	CG	e.g.	CG	
presentation of ideas and demonstration of decision-making in the context of the diversity of opinion	of people's opinions.	58	61	36	38	38	34
	%	43,9	46,2	27,3	28,8	28,8	25,8
choosing constructive communication methods that are appropriate for the given situation	.	62	61	24	30	46	40
	%	47,0	46,2	18,2	22,7	34,8	30,3
a measure for all	people.	60	61	30	34	42	37
	%	45,4	46,2	22,7	25,8	31,8	28,0
Note: Compiled by the authors.							

As presented in table 6, a low level of youth competence according to the activity criterion is evident in 45.4% of participants in the experimental group and 46.2% in the control group. This includes the indicator "promotion of ideas and demonstration of decision-making, taking into account the conditions of diversity of opinions," where 43.9% of the experimental group and 46.2% of the control group demonstrated a low level. Similarly, the indicator "choice of constructive communication methods in accordance with a given situation" revealed a low level in 47.0% of the experimental group and 46.2% of the control group, which points to the heterogeneity within the groups.

The results suggest that some young people struggle with clearly and fully presenting the rationale for their chosen solutions and justifying their approach to problems. The high proportion of low-level competence according to the activity criterion can be attributed to the lack of sufficient experience in team-based work and the absence of systematic, methodological social and pedagogical efforts aimed at involving young people in meaningful socio-cultural practices. These gaps highlight the need for targeted interventions to address these issues and enhance the overall competence of young people in both groups.

Table 7 presents the diagnostic results regarding youth cooperation competencies according to the emotional and motivational criterion.

Table 7 – Levels of formation of young people's cooperation competencies by emotional and motivational criterion

Assessment indicator		distribution of young people by the level of cooperative competence formation					
	low level		medium level		high level		
	for example	KG	For example	for example	For example	KG	
positive attitude to joint activities and confidence in a positive result	people.	8	8	50	41	75	83
	%	6,1	6,1	37,9	31,1	56,8	62,9
managing personal emotions in group work	people.	14	20	60	68	59	44
	%	10,6	15,2	45,5	51,5	44,7	33,3
showing your own activity and emotionality states	.	47	44	46	38	37	50
	%	35,6	33,3	34,8	28,8	28,0	37,9
a measure for all	people.	23	24	52	49	57	59
	%	17,4	18,2	39,4	37,1	43,2	44,7
Author's note							
Note: Compiled by the authors.							

The data analysis based on the emotional-motivational criterion reveals that a relatively small proportion of young people in both the experimental and control groups exhibited a low level of joint competence. Specifically, 17.4% of individuals in the experimental group and 18.2% in the control group demonstrated a low level of joint competence.

In terms of cooperative competence, a substantial majority in both groups showed a positive attitude toward joint activities, with 56.8% of young people in the experimental group and 62.9% in the control group expressing favorable views. Additionally, regarding the management of personal emotions in joint work, a moderate percentage of participants displayed an average level of competence: 45.5% in the experimental group and 51.5% in the control group.

On the indicator of reflecting one's own actions and emotional state, a notable proportion of young people in both groups displayed a low level. Specifically, 35.6% of the experimental group and 33.3% of the control group demonstrated this characteristic.

The high results observed during the initial diagnostic phase based on the emotional and motivational criterion can be attributed to the specific characteristics of socio-cultural activities. These include voluntary participation, the freedom of choice, and shared values that foster strong internal motivation among participants.

These findings are visually represented in figure 2, which presents a diagram summarizing the key results of the study.

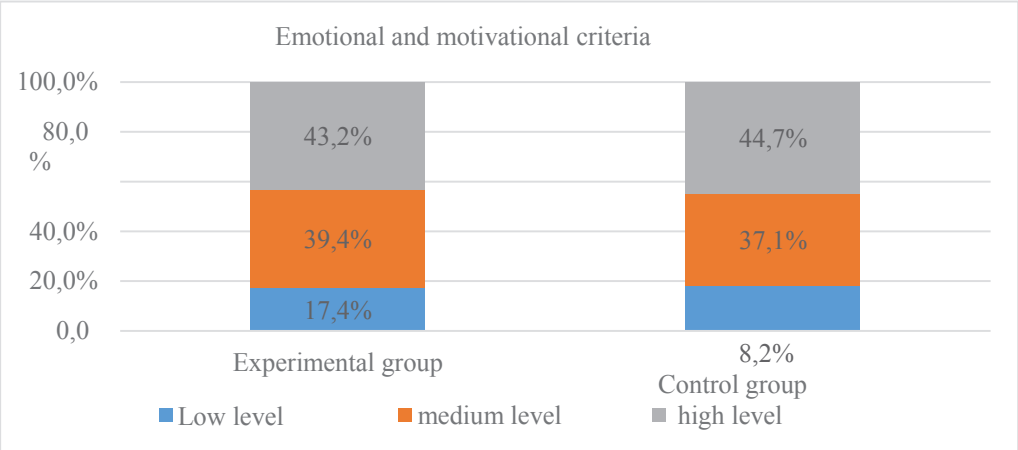

Figure 2 – The level of formation of young people's cooperation competencies according to the emotional and motivational criterion

Note: Compiled by the authors.

The lowest level (59.8% in the control group and 57.6% in the experimental group) is observed in both groups of participants in socio-cultural events according to the cognitive criterion, which indicates a lack of knowledge about the rules of cooperation. and understand their role in the team.

Table 9 shows the calculation of the integral assessment of the formation of youth cooperation competencies obtained during the established period of experimental work.

Table 8 – Integral assessment of the level of formation of youth cooperation competencies

Number from points	For example		kg	
	Chel	%	Chel	%
11-14 (high)	29	22,0	34	25,8
7-10 (average).	37	28,0	28	21,2
Less than 7 (below)	66	50,0	70	53,0
Note: Compiled by the authors.				

As illustrated in the data presented in table 8, only 22.0% of participants in the experimental group and 25.8% in the control group demonstrated a high level of cooperation competencies among young people.

The final diagnostic results underscore the importance of targeted social and pedagogical interventions aimed at enhancing cooperation competencies among young people. This process should prioritize the participants' acquisition of diverse experiences in joint activities through socio-cultural events. Such experiences are crucial for fostering a deeper understanding and application of cooperative skills, ultimately contributing to their personal and social development.

Conclusion

The diagnostic results regarding the cooperative competence of young people in both the experimental and control groups revealed that the majority of participants exhibited a low level of competence according to the cognitive, activity, and emotional-motivational criteria. Specifically, 59.8% of participants in the control group and 57.6% in the experimental group had a low cognitive competence level; 45.4% in the control group and 46.2% in the experimental group had a low level according to the activity criterion; and 43.2% in the experimental group and 44.7% in the control

group showed a low level in the emotional-motivational criterion. These results can be attributed to the specific nature of socio-cultural events that combine various socio-cultural activities.

During the formative stage of the experimental work, particular attention should be focused on developing the cognitive and activity components of cooperative competence in young people. Additionally, careful attention must be given to the content of socio-cultural practices in which youth are involved, ensuring a sufficiently high level of emotional and motivational competence.

The formation of cooperative competencies in youth, particularly in the context of socio-cultural activities, represents a critical task for modern pedagogy. Cooperation plays a vital role in developing communication and social skills, as well as fostering tolerance and the ability to work effectively in teams.

The next phase of this research involves the implementation of a model for developing young people's cooperative competencies in socio-cultural activities. To achieve this, a social and pedagogical framework needs to be developed, followed by testing a program aimed at enhancing these competencies.

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ЖАСТАРДЫҢ БІЛІМ БЕРУ САЛАСЫНДАҒЫ ЫНТЫМАҚТАСТЫҚ ҚАБІЛЕТІН ДИАГНОСТИКАЛАУ

Аңдатпа

Қазіргі заманғы әлеуметтік-экономикалық өзгерістер мен қоғамның қарқынды дамуы жағдайында ынтымақтастық табысты әлеуметтену мен кәсіби дамуға қажетті негізгі құзыреттердің бірі болып табылады. Ұжымда тиімді өзара әрекеттесу, топпен жұмыс істеу, әртүрлі әлеуметтік жағдайларға бейімделу қабілеті жеке тұлғаның дамуын ғана емес, сонымен қатар әлеуметтік интеграцияны қамтамасыз ететін маңызды дағды болып табылады. Зерттеудің мақсаты – жастардың ынтымақтастық технологияларын қалыптастыру моделін сынақтан өткізу. Негізгі міндеттер – дағдылардың ағымдағы деңгейін түзету, әлеуметтік-педагогикалық бағдарламаны әзірлеу және нәтижелерді талдау. Зерттеудің әдістемесі тесттерді, кейстерді, рефлексиялық тәжірибелерді және деректерді өңдеудің статистикалық әдістерін пайдалануға негізделеді. Экспериментке 17–23 жас аралығындағы, әртүрлі әлеуметтік топтардың өкілдері болып табылатын және әлеуметтік өмір тәжірибесі бар 264 адам қатысты. Зерттеу нәтижелері қатысушылардың көпшілігінің когнитивтік және әрекеттік құзыретінің төмен деңгейін, ал эмоционалды-мотивациялық компонентінің жоғары деңгейін көрсеткенін көрсетті. Ұсынылған модель когнитивтік және кәсіпкерлік құзыреттіліктер көрсеткіштерін арттыруға мүмкіндік береді. Жұмыстың құндылығы тиімді диагностикалық құралдар мен бәсекеге қабілеттілікті қалыптастыру бағдарламасын әзірлеуде, бұл әлеуметтік-мәдени қызмет әдістемесін дамытуға ықпал етеді. Практикалық жаңашылдығы – әзірленген модельді білім беру саласында жастармен жұмыс істеуге қолдану мүмкіндігі.

Тірек сөздер: құзірет, әлеуметтік-мәдени қызмет, еріктілік қозғалысы, әлеуметтік интеграция, диагностикалық құралдар.

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ДИАГНОСТИКА СПОСОБНОСТИ МОЛОДЕЖИ К СОТРУДНИЧЕСТВУ В ОБРАЗОВАТЕЛЬНОЙ СФЕРЕ

Аннотация

В условиях современных социально-экономических изменений и динамичного развития общества сотрудничество становится одной из ключевых компетенций, необходимых для успешной социализации и профессионального развития. Умение эффективно взаимодействовать в коллективе, работать в команде и

адаптироваться к различным ситуациям – это необходимый навык, обеспечивающий не только личностное развитие, но и социальную интеграцию. Цель исследования – апробация модели формирования технологий сотрудничества молодежи. Основные задачи включают корректировку текущего уровня навыков, разработку социально-педагогической программы и анализ ее эффективности. Методология исследования базируется на использовании тестов, кейсов, рефлексивных практик и статистических методов обработки данных. В эксперименте приняли участие 264 человека в возрасте от 17 до 23 лет, представляющие различные социальные группы и имеющие опыт социальной деятельности. Результаты исследования показали, что у большинства участников низкий уровень когнитивной деятельности, в то время как эмоционально-мотивационный компонент находится на высоком уровне. Предложенная модель позволит повысить показатели когнитивной и предпринимательской компетенции. Ценность работы заключается в разработке эффективного инструментария диагностики и программы формирования компетентности в сотрудничестве, что способствует развитию методологии социально-культурной деятельности. Практическая инновационность состоит в возможности применения разработанной модели для работы с молодежью в образовательной сфере.

Ключевые слова: компетенция, сотрудничество молодежи, социально-культурная деятельность, волонтерское движение, социальная интеграция, инструментарий диагностики.