



Formation of sociocultural identity of students of sports fields of training in the conditions of student communities in the aspect of sociological analysis

UDC 378.18.184



PhD, Associate Professor **I.Yu. Ivanova**¹

PhD, Associate Professor **M.E. Belomestnova**²

PhD, Associate Professor **I.N. Yevtushenko**¹

PhD, Associate Professor **B.A. Artemenko**¹

¹South-Ural State Humanitarian Pedagogical University, Chelyabinsk

²Financial University under the Government of the Russian Federation, Moscow

Corresponding author: ivanovaiyu@cspu.ru

Received by the editorial office on 04.07.2023

Abstract

Objective of the study was to analyze the state and possible ways to solve the problem of forming the sociocultural identity of students in sports fields of study at pedagogical and non-pedagogical universities in the process of organizing and operating student communities.

Methods and structure of the study. An analysis of the theoretical aspects of the problem under study was carried out in different contexts; data was also collected and analyzed on an online platform using a questionnaire developed by the authors as a research tool.

Results and conclusions. Data were collected on the areas of activity, the involvement of students of higher educational institutions with a sports orientation of pedagogical and non-pedagogical training profiles in the organization and inclusion of them in various communities and associations, on the influence of these groups on the formation of sociocultural identity, values and norms of the future professional community, further self-determination and self-actualization in professions. The results of the study show the prevalence of negative trends in the student environment, insufficient organization and involvement of students in the activities of student communities and associations.

Keywords: *identity, sociocultural identity of students, higher education, student communities.*

Introduction. The processes of formation of sociocultural identity of student youth are considered by researchers in the context of various phenomena: the occurrence of identification processes among youth in the conditions of digitalization of higher education (A.A. Lisenkova [3]); radical breaks and incompatibility of guidelines create a crisis of sociocultural identification and socialization of the individual in the information world (T.V. Mikerina [4]); the need for integration in the process of professional training of students for the formation of subjective identity as the basis of professional motivation, self-determination and future self-actualization of the individual in the profession (G.K. Biserova [1]); the need to ensure "...sustainability and minimal variability of the cultural core..." of education in order to preserve the traditional guidelines

of the sociocultural identity of young people (A.R. Guchetl [2]); ensuring trajectories for the formation of a student's sociocultural identity with the inclusion of all partners in university life should be carried out in several stages, taking into account social, professional, cultural, and ethnic characteristics (S.A. Chervinskaya [5], Belomestnova M.E., Ivanova I.Yu. [6]) and so on.

In the framework of this study, we are also interested in the following ideas of foreign authors: the need to develop models of human social identity that ensure high sustainability of the development of communities in which sociocultural identity should give a young person a sense of belonging and social support (Haslam et al. [11]); identifying circumstances that may be based on social identity to prevent conflicts in student communities (Tajfel et al. [12]); using the mechanisms



of sociocultural identity to build positive forms of social connections among students (S.A. Haslam et al. [10]). We also consider important for our research the ideas about the influence of social identity on a person's decision-making (Benjamin et al. [7]), on the perception of the world around him (Hackel et al. [9]), on attitudes towards other people depending on whether they belong to whether they belong to the same or a different group (Chkravarty & Fonseca [8]). In this article, these processes are examined in the context of the creation of student associations, which can be of decisive importance in identification processes and are capable of ensuring the effectiveness of the process of educational work at a university. We believe that resourcefulness in organizing communities and associations must also be drawn from the idea proposed by M.J.A. Wohl that group history is the cornerstone of social identity [13]. These facts must be taken into account in university communities in the process of implementing the process of educating students.

Objective of the study was to present the results of an empirical study and analyze the state of the problem of forming the sociocultural identity of university students in the process of organizing and operating student communities at the university.

Methods and structure of the study. The study was conducted using theoretical and empirical methods. The survey was conducted online on a voluntary basis. Each questionnaire consisted of 25 closed and open questions. The survey covered 167 1st-4th year undergraduate students at universities. Moscow, Chelyabinsk, Voronezh, Cherepovets, Lyubertsy. The student body was represented by the following groups of areas of training: physical education and sports - 57.1%; social sciences - 4%; education and pedagogical sciences - 38.9%.

The questionnaire included questions regarding the areas of work of student communities in universities, the involvement of students in their activities, the prevalence of negative phenomena among university students, sociocultural identity, etc.

Results of the study and discussion. We proposed questions regarding the shortcomings in the organization of certain aspects of university life. 11.5% noted problems with organizing student communities at universities. We believe that this percentage is quite significant and sometimes dangerous, since students' non-inclusion in prosocial associations can contribute to deformation of behavior, failure to form an adequate sociocultural identity, and other problems.

We also asked students whether they are members of any student communities at the university: 73.3% are not members of communities, only 26.7% are involved in the activities of various university associations, mainly scientific, volunteer organizations or student groups. A significant part of students are not involved in the activities of communities, which can contribute to the formation of passivity, indifference, inertia, and inaction among students. This thesis is confirmed by the results of answers to the question of which of the negative phenomena are most widespread among students (smoking and drinking alcohol 72.1% each, foul language - 60.7%; sexual promiscuity - 21.3%, violation of public order - 16.4%). These results prove the relevance and urgent need to solve the problem of forming the sociocultural identity of students at the university.

The students' answers to the question: "In what mood do you look to the future?" are interesting. 45.9% see their future with hope and optimism; 44.3% view it calmly, but without any special hopes or illusions; the answers "with anxiety and uncertainty", as well as "with fear and despair" each scored 4.9%. The inclusion of students in student communities can help reduce anxiety levels and provide some psychological protection.

The data obtained suggest that studying the process of forming the sociocultural identity of students will contribute to the development of a long-term strategy for the formation of a value-oriented worldview of all subjects and participants in the educational process at the university. At the same time, the positive experience of universities in organizing and involving students in communities requires discussion, systemic analysis and dissemination in the teaching environment.

Conclusions. The data obtained allow us to state that the problem of forming the sociocultural identity of students in universities has not been fully resolved at present, which makes it even more urgent to use the resource opportunities to involve students in university communities in full.

This study can contribute to theoretical, methodological and practical understanding of solving the problem of forming sociocultural identification in the process of creating and involving students in student associations. Further research is necessary to clarify and expand the list of means and opportunities, to determine the conditions under which the formation of



sociocultural identity of students in a university environment can occur.

Funding: The article was supported by the Mordovian State Pedagogical University named after M.E. Evseviev as part of the research work on the topic "Formation of sociocultural identity of students of a pedagogical university in the context of digital transformation of society: the interface of cultural, personal and social-cognitive processes" (registration No. MK-34-2023/2 dated 05.04.2023).

References

1. Biserova G.K. Pedagogicheskiye usloviya formirovaniya osnov subyektnoy identichnosti kursanta sredney spetsialnoy shkoly militsii. PhD diss. abstract. Kirov, 2007. 24 p.
2. Guchetl A.R. Sotsiokulturnaya identichnost obuchayushcheyshya molodezhi (na primere srednego professional'nogo obrazovaniya Respubliki Adygeya). PhD diss. abstract. Maykop, 2007. 27 p.
3. Lisenkova A.A. Formirovaniye i reprezentatsiya sotsiokulturnoy identichnosti rossiyskoy gorodskoy molodezhi v prostranstve sotsialnykh media. Doct. diss. abstract (Cultural). St. Petersburg, 2021. 45 p.
4. Mikerina T.V. Informatsionnaya kultura i krizis sotsiokulturnoy identichnosti v usloviyakh globalizatsii (sotsialno-filosofskiy analiz). PhD diss. abstract. St. Petersburg, 2010. 24 p.
5. Chervinskaya S.A. Upravlencheskoye vozdeystviye vuza na protsess formirovaniya sotsiokulturnoy identichnosti lichnosti studenta. PhD diss. abstract. Orel, 2007. 27 p.
6. Belomestnova M.E., Ivanova I.Yu. Building professional competence of future humanities specialists at university. European Proceedings of Social and Behavioural Sciences EpSBS. 2021. pp. 1955-1962.
7. Benjamin D., Choi J., Strickland A. Social identity and preferences. *American Economic Review*, 2010. Vol. 100(4). pp. 1913-1928.
8. Chakravarty, M. Fonseca Discrimination via exclusion: An experiment on group identity and club goods. *Journal of Public Economic Theory*, 2017. Vol. 19(1). pp. 244-263.
9. Hackel L., Coppin G., Wohl M., Van Bavel J. From groups to grits: Social identity shapes evaluations of food pleasantness. *Journal of Experimental Social Psychology*, 2018. Vol. 74. pp. 270-280.
10. Haslam S.A., C. Haslam, Cruwys T., Jetten J., Bentley S.V., Fong P., Steffens N.K. Social identity makes group-based social connection possible: Implications for loneliness and mental health. *Current Opinion in Psychology*, 2022. Vol. 43. pp. 161-165.
11. Haslam S.A., Jetten J., Maskor M., McMillan B., Bentley S.V., Steffens N.K., Johnston S. Developing high-reliability organisations: A social identity model. *Safety Science*, 2022. Vol. 153. p. 105814.
12. Tajfel H., Billig M.G., Bundy R.P., Flament C. Social categorization and intergroup behavior. *European Journal of Social Psychology*, 1971. Vol. 1(2). pp. 149-178.
13. Wohl M.J.A., Stefaniak A., Smeekes A. Collective nostalgia as a balm for the distressed social identity. *Current Opinion in Psychology*, 2023. Vol. 49. p. 101542.