ТЕНДЕНЦІЇ РОЗВИТКУ СОЦІАЛЬНОЇ РОБОТИ ТА СОЦІАЛЬНОЇ ОСВІТИ В УМОВАХ СУСПІЛЬНИХ ВИКЛИКІВ

Колективна монографія

Тернопіль 2025

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Колективна монографія присвячена аналізу сучасних викликів, що постають перед системою соціальної роботи та освіти в умовах глобальних і національних трансформацій. Автори досліджують вплив політичних та соціокультурних змін та криз на розвиток професійної підготовки фахівців соціальної сфери, розглядають інноваційні методи та підходи у наданні соціальних послуг, а також окреслюють перспективи інтеграції міжнародного досвіду у вітчизняну практику. Окрему увагу приділено викликам, спричиненим воєнними діями, міграційними процесами, цифровізацією та змінами у державній соціальній політиці.

Наукове видання розраховане на фахівців, науковців, студентів та всіх, хто цікавиться даною тематикою.

Зміст

внутрішніх резервів і виявлення активних зусиль у напрямі самовдосконалення.

Інноваційна діяльність спрямована на розвиток соціального працівника як творчої особистості, переключення його з репродуктивної діяльності на самостійний пошук професійних рішень, його становлення як розробника та автора інноваційних методів, методик і технологій. Синергетичний підхід надає нові можливості, стратегії, стилі мислення, нетрадиційні підходи до вирішення актуальних проблем соціальної роботи.

THE BASICS OF FORMING SOCIAL MATURITY IN MEDICAL COLLEGE STUDENTS

Introduction. National and foreign researchers, noting the gap between the biological and socio-cultural maturation of young people, have increasingly emphasized the disruption of the mechanism of inclusion of the younger generation in adult life, and the dominance of consumer attitudes among young people. Various social phenomena have been considered: «prolonged childhood syndrome», «social passivity», «social infantilism», «social dependency of young people», «prolonged growing up syndrome» (Tokareva, 2021[207]).

The leading characteristic of a person's social maturity (in addition to the desire to be responsible and capable of socially useful work) is the readiness for social dedication, which is most clearly manifested in socially useful activities, allowing to evaluate the life and activities of an individual from the point of view of public interests.

As a result of the persistent imposition of the cult of individualism and hedonistic lifestyles on Ukrainian society, young people's life orientations have become dominated by a focus on personal achievement and success, an

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[207] Токарева, Н. М. (2021). Лабіринти дорослішання: психічний розвиток особистості підлітково-юнацького віку: монографія. Кривий Ріг : ТОВ «НВП «Інтерсервіс»».

unwillingness to engage in collective activity and social dedication, and a predominance of a personally egocentric attitude over a socially oriented one while choosing a profession. Young people choose «high salary» as the most important characteristic of their future professional activity, while the «value of benefit to society» is irrelevant to them. Large-scale changes in the worldview of young people lead to negative consequences for society as a whole.

Sensitivity and empathy are at the bottom of school leavers' value hierarchy, leading to conflict and aggression in interpersonal communication. Social passivity and lack of interest in socially useful activities leads to a lack of willingness to change the environment to improve the well-being of those around them. However, the social activity of young people is one of the key factors in the progressive social development of a country. One of the most important tasks of modern pedagogy is to educate active citizens responsible for the present and future of the country, professionals capable of realizing public goals.

As a result of the transformation of all spheres of public life, the spiritual and moral values and socio-professional orientations of young people began to differ from those values that are necessary for the sustainable progressive development of Ukrainian society due to its traditional mentality.

Modern higher educational institutions have focused on the development of students' professional competencies, with insufficient attention to the requirements of society and employers for the development of a responsible and active personality ready for social commitment. College teachers, being specialized professionals, find it difficult to educate boys and girls. In addition to modern professional training, medical college students should acquire flexible skills such as the ability to work in a team, solve non-standard tasks and put them into practice, it is necessary to consider the development of social maturity of medical college students by means of training technologies as one of such approaches.

Subjectivity as the basis of the person's social maturity

The issue of socially mature personalities has traditionally permeated public consciousness when a nation is in a phase of civilizational change. In the official

state policy since the eighteenth century, the problem of educating a person-citizen and «the necessity of creating conditions for the purposeful formation of certain qualities and properties in the younger generation, creating a 'new breed of people' with dignity and loyalty, willingness to serve the Motherland honestly» (Goga, 2016[208]).

In the development of the country during the Soviet period, the Government paid close attention to the education of personalities committed to the idea of building a new socialist society and various social activities aimed at making them useful citizens of society. The implementation of socially useful activities was directed to the formation of patriotism with the help of socially useful productive activities (V. Sukhomlynskyi), civic, social, organizational and collective activities and socio-political activities.

At the same time, western countries developed social sciences focused on the fulfillment of national and social tasks. Foreign scientists linked the idea of human formation with the meanings and values of Western culture. (H. Eysenck, R. Cattell, A. Maslow, G. Allport, B. Skinner, Z. Freud, E. Erikson, C. Jung, and others).

Today, the phenomenon of maturation is studied by many disciplines such as acmeology, anthropology, biology, ethics, law, pedagogy, physiology, philosophy, psychology and sociology. This shows that this phenomenon is multidimensional and complex.

Different aspects of personality maturation are discussed in relation to this study: mental development (T. Schwaba, W. Bleidorn, C. Hopwood, S. Manuck, A. Wright[209]); self-actualization (A. Maslow[210]); personal growth (C. Rogers[211]); self-

[208] Goga, N. P. (2016). Social Psychology: a textbook for 2nd-year students of the Faculty of Social Management, full-time and part-time, and the Faculty of Postgraduate Education. Kharkiv: Publishing House of NUA.

[209] Schwaba, T., Bleidorn, W., Hopwood, C. J., Manuck, S. B., & Wright, A. G. C. (2022). Refining the maturity principle of personality development by examining facets, close others, and comaturation. Journal of personality and social psychology, 122(5), 942–958.

[210] Sullivan, E. (2024, October 7). Self-actualization. Encyclopedia Britannica.

[211] Maurer, Mia & Maurer, Jason & Hoff, Eva & Daukantaitė, Daiva. (2023). What is the process of personal growth? Introducing the Personal Growth Process Model. New Ideas in Psychology. 70. 101-124.

realization and personal growth (F. Perls, E. Fromm[212]); personal fulfillment (T. Byundyugova, O. Kornienko[213]); self-transcendence (V. Frankl, A. Rean[214]); development of human potential (Katni[215]); achievement of acme (T. Dereka[216]); meaningful life orientations and consciousness of life (T. Schnell, P. Becker[217]); subjective activity (Y. Stephan, A. Sutin, A. Kornadt, B. Canada, A. Terracciano[218]); health (J. Allport)[219]. Researchers define types of maturity such as general physical maturity, spiritual maturity, sexual maturity, work maturity, civic maturity, ideological maturity, socio-economic maturity, socio-psychological maturity, vocational maturity, worldview maturity and moral maturity, etc.

In our research, the main concept is «social maturity». The interpretation of this concept by different authors contains a different list of signs of personal maturity. On the one hand, this indicates a deep kinship between the concepts of «personal maturity» and «social maturity», which is logical, since personality development takes place under the direct influence of the social environment, where the most complex socio-psychological processes have been carried out: the formation of consciousness, self-awareness, self-concept, systems of relations, identity formation, etc.

The complexity of the processes can be explained by the fact that researchers of various sciences (pedagogy, psychology, sociology, philosophy, etc.), while

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[212] Kuprieieva, Olga. (2015). Psychological characteristics of self-realization of students with disabilities. Social welfare : interdisciplinary approach. 5. 64-73. 10.15388/SW.2015.28172.

[213] Byundyugova, Tatiana & Kornienko, Elena. (2015). Personality-Related Factors of Self-Fulfillment in Professional Activities. Review of European Studies. 7.

[214] Frankl, V. E. (1966). Self-Transcendence as a Human Phenomenon. Journal of Humanistic Psychology, 6(2), 97-106.

[215] Katni, Katni. (2016). Development of human potential through education.

[216] Dereka, T.Hr. (2016). Formation of personality's acme-qualities as a component of physical education specialists' acmeological competence. Pedagogics, psychology, medical-biological problems of physical training and sports. 20. 19-25.

[217] Schnell, Tatjana & Becker, Peter. (2006). Personality and meaning in life. Personality and Individual Differences - PERS INDIV DIFFER. 41. 117-129.

[218] Stephan, Y., Sutin, A. R., Kornadt, A., Canada, B., & Terracciano, A. (2022). Personality and subjective age: Evidence from six samples. Psychology and aging, 37(3), 401–412.

[219] Review of The nature of personality: selected papers (1951). [Review of the book The nature of personality: Selected papers, by G. W. Allport]. Journal of Consulting Psychology, 15(2), 167.

studying personal and social maturity, explain the essence of these concepts through the object of their professional scientific field.

Scientists have identified the following characteristics of *personal maturity*:

- the independence of human behavior from external circumstances that affect him/her, the ability to act in accordance with his/her own goals and objectives; active, but not reactive nature of human behavior, conscious management of his/her behavior (J. Crant[220]);

- the relationship of the individual with the world around him or her, which characterizes the hierarchical structure of the motives of activity, a stable configuration of the main motivational directions[221];

- a formed system of values, the ability to take responsibility, to show independence, a personal way of being[222];

- freedom, responsibility, integrity, harmony, self-control, actualization and realization of all opportunities, emotional stability, ability to balance one's thoughts, feelings and actions and give reactions adequate to different situations in life;

- free personal choice and active life position;

- responsibility, tolerance, self-development, positive thinking;

- achievement of acme (a deeply personal process of performing actions by a personality that demonstrate his or her significant potential and high performance);

- the ability of a person to realize their strengths and weaknesses, the ability to look at themselves from the outside, a stable system of values and worldviews,

[220] Crant, J. M. (2000). Proactive behavior in organizations. Journal of Management. Volume 26, Issue 3, P. 435-462,

[221] Din Bandhu, M. Murali Mohan, Noel Anurag Prashanth Nittala, Pravin Jadhav, Alok Bhadauria, Kuldeep K. Saxena (2024). Theories of motivation: A comprehensive analysis of human behavior drivers, Acta Psychologica, Volume 244, 104-177.

[222] Mika Manninen, Rod Dishman, Yongju Hwang, Eric Magrum, Yangyang Deng, Sami Yli-Piipari (2022). Self-determination theory based instructional interventions and motivational regulations in organized physical activity: A systematic review and multivariate meta-analysis, Psychology of Sport and Exercise, Volume 62, 102-248.

adequate perception of themselves and other people, and management of life events (J. Allport[223]);

- uniqueness, autonomy, identity, courage to be different from others (E. Erikson[224]).

The analysis of the listed characteristics of personal maturity allows us to state that they include a self-centered modality, which can negatively affect relationships within a social group (in a family, school class, student group, etc.), and hinder cooperation in the process of performing socially significant activities. Such characteristics as independence of human behavior from external circumstances, autonomy, identity, independence, ability to act in accordance with one's own goals and objectives, «courage to be different from others», ability to make independent choices, in extreme cases, can cause a person to oppose other people, disregard for the moral values of society, violation of generally accepted norms.

We would like to emphasize that personality-oriented learning has been a priority in the development of Ukrainian education for more than twenty years. The development of students' personality is considered in the context of accumulating life experience, forming self-relationships, education of life meanings, responsibility, ability to manage oneself, to be a subject of one's own activity.

In determining the relevance of our research, the importance of the individual orientation of the educational system cannot be overstated. This is because this paradigm embodies the idea of development and the educational impact of education on the individual. Because this paradigm embodies the idea of development and the educational impact of education on the individual. At the same time, the personality-oriented approach is not an ideal option as it changes the direction of the educational process from society to the individual. It has become very important to consider a specific social order from society. The educational

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[223] Review of The nature of personality: selected papers (1951). [Review of the book The nature of personality: Selected papers, by G. W. Allport]. Journal of Consulting Psychology, 15(2), 167.

[224] Barbara M. Newman, Philip R. Newman (2020). Chapter 6 - Psychosocial theories, Editor(s): Barbara M. Newman, Philip R. Newman, Theories of Adolescent Development, Academic Press, Pages 149-182.

community aims to raise personalities based on the ideals of kindness, honesty and justice, capable of self-sacrifice and 'service' to others, ready to cooperate and aware of their responsibilities towards society.

In Ukrainian pedagogical science, the problems of social maturity of students have been considered in the context of socialization and educational systems[225].

In the process of socialization, a person gets the opportunity for self-realization, accumulates and enriches life experience, establishing relationships within social groups, assimilating attitudes, values, rules adopted in them, and through behavioral acts transmits a differentiated, value-based attitude to events, facts or phenomena occurring in the world around them.

N. Rudkevych correlates the result of a person's socialization at a certain stage of growing up with the concept of socialization - the achievement by a person of a balance between adaptability and separation in society (Rudkevich N., 2018[226]).

A person's socialization depends on how well he or she has mastered the social norms, rules and standards of behavior that characterize a particular ethnic and socio-cultural environment. Psychosocial maturity can also be considered as the degree of socialization of an individual.

Foreign researchers have identified «mature behavior and social responsibility» as its main characteristics (Shanmuganathi A., 2020[227]; Taskeen F., 2018[228]).

In the researches of L. Petryshyn, O. Soroka and A.-M. Shulgay, in the structure of social maturity, along with civic identity, moral stability, personal perspectives, emphasis has been placed on social competence as a social experience

[225] Svitlana Poznyak, S.,Lokshyna, O., & Zhadan, I. (2022). Social science education in Ukraine: Current state and challenges In: Journal of Social Science Education 21(4).

[226] Rudkevich N.I. (2018). Sotsializatsiya osobystosti yak sotsialʹno-pedahohichne yavyshche. Innovative pedagogy. Vol. 3, pp. 228-231.

[227] Shanmuganathi, A. A (2020). Study on Social Maturity Among B. Ed. Student – Teachers in Colledes of Education. International Journal of Education. P. 17–22.

[228] Taskeen, F. Singh, Dr. V. (2018). Social maturity of adolescents in relation to their education system : Co–education and single sex education system. International Journal of Home Science. № 4 (3). P. 160–161.

internalized by the individual, which reflects relations in the systems «person-person», «person-group», «person-society», «person-world» (Petryshyn L., Soroka O., Shulgai A.-M., 2024[229]).

The book «The Evolving Self» by Harvard University professor R. Kegan, in which he proposed a theory of human social maturity, has attracted great interest. The author states that emotional characteristics of a person cannot characterize him or her as socially mature, and the principles of cognitive maturity development differ from the principles of social maturity development. The scientist, while characterizing the five stages of social maturity development, is focused on:

1) development of self-awareness;

2) control of one's own behavior;

3) the ability to manage relationships and social factors influencing from the outside;

4) subjectivity, the feeling of being the source of one's thoughts, motivations, and actions;

5) acquisition of traits associated with wisdom and social maturity (Kegan R. 1982[230]).

Thus, we take the author's judgment that subjectivity is a characteristic of a person's social maturity as the basis for our further research work.

In philosophy and psychology, subjectivity is considered as a quality of an intelligent, responsible and active person. An active subject, entering into practical contacts with the subject world, is not only exposed to the influences of the

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[229] Petryshyn, L. Y., Soroka, O. V., & Shulgai A.-M. A. (2024). Social maturity as a factor in the professional growth of education seekers. Medical Education, (2), 71–76.

[230] Kegan, R. (1982). The Evolving Self : Problem and Process in Human Development. Cambridge : Harvard University Press, 1982. P. 159.

environment, but also frees himself from something and asserts something in himself[231] [232].

The degree of subjectivity of the individual, his/her self-determination in individual and social space, in social cognition, which is manifested in his/her readiness and ability to freely and responsibly choose the strategy of his/her social behavior has been described as the basis of social maturity in a number of publications by contemporary Ukrainian researchers (Gurleva T., 2020[233]; Levkivskyi M., 2006[234])

To determine the structure of social maturity of a personality, we have to turn to existential psychology, which emphasizes the person's desire to become the best they can be, the person's desire for self-improvement, the realization of their inherent potential, inclinations, abilities and self-transcendence. Self-transcendence has been understood as a person's activity aimed at other people and causing him or her to go beyond the limits of the self, since the central and meaningful characteristic of the essence of a person's personality is his or her attitude towards other people (Сабадуха О., Башманівська Я., 2020[235]). S. Frankl[236] states: "To be

[231] Рябець І. В. (2013). Проблема "суб'єкта" і "суб'єктності" майбутнього фахівця (теоретико-методологічний аспект). Міжнародні Челпанівські психолого-педагогічні читання : з нагоди 100-річчя відкриття Г. І. Челпановим І-го Психологічного інституту / [редкол. : Кремень В. Г., Савченко О. Я., Маноха І. П. та ін.]. Київ : Гнозис,. Дод. 1 до вип. 29, т. ІІІ. С. 251-256

[232] Прищак М. Д. (2022). На шляху становлення суб'єктно-комунікативного підходу до особистості. Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія: Педагогіка і психологія: Зб. наук. праць. Випуск 70. Вінниця: ТОВ «Нілан ЛТД». С. 98 – 103.

[233] Gurleva T.S. (2020). Subjectivity as the basis of personal development of interacting participants in the educational process. Educational space in the context of the humanistic paradigm: psychological priorities of modern times: a collection of scientific works / edited by S.D. Maksimenko Kyiv: H. S. Kostyuk Institute of Psychology of the National Academy of Sciences of Ukraine, pp. 40–52.

[234] Levkivskyi M.V. (2006). Social maturity of youth in the context of humanizing education. Theoretical and methodological problems of raising children and school youth: Collection. of science works. Kyiv, Vol. 9, pp. 335-339.

[235] Сабадуха О.В., Башманівська Я.В. (2020) Роль самотрансценденції в процесі подолання психологічних криз і терапії психосоматичних порушень Вчені записки таврійського національного університету імені В.І. Вернадського. Серія: Психологія. 31 (70) № 4 С.144-152

[236] Frankl, Viktor (2006). Man's Search for Meaning. Beacon Press

human is to be directed not at oneself, but at something else", when a person realizes himself through service to a cause or love for others. Thus, the attitude towards other people and serving them are components of a socially mature person.

We hold the position that one of the characteristics of social maturity is a person's prosocial orientation, which is opposed to the consumer orientation.

We would like to emphasize that the social orientation of human behavior is manifested when the priority is given to the requirements of society to a person as a citizen, a member of educational and labor collectives, and takes into account his or her disposition to work, dedication, and readiness to be responsible in all spheres of life, including social «service». The latter refers to the phenomenon of social development, when a special role is given to the practice of voluntary unselfish performance of social services (in particular, volunteering). In social service, a person demonstrates social dedication - a personality quality associated with the ability to do something unselfishly and voluntarily for others, making the most of efforts, abilities, and knowledge[237]. A socially mature personality is distinguished not only by a commitment to humanistic values and a focus on the development of humanity, culture and civilization, but also by a person's readiness to achieve social goals and contribute to the well-being of society.

Thus, from the standpoint of the meaning-making characteristic of the essence of a personality, in our understanding, subjectivity is associated with the ability of a person to initiate communication aimed at social interaction (cooperation, mutual assistance, mutual support) to implement social service aimed at ensuring the well-being of society.

Therefore, the analysis of scientific sources of literature allows us to draw certain conclusions. The concepts of "personal maturity" and "social maturity" are closely interrelated, as they integrate the psychological and social development of a person. They are characteristics of the process of self-development, which is

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[237] Москаленко В.В. (2008). Соціальна психологія. Підручник. Видання 2-ге, виправлене та доповнене. Київ: Центр учбової літератури.

defined as the ability to achieve, since the higher the level of psychological and social competence of the individual, the stronger the tendency to further improvement.

The personal maturity has been determined by the cycle of full blossoming of a person's personality in terms of physiological, mental and psychological development, is a mechanism of human life, determining the success of his professional activity, self-realization, and in general life path; it has been characterized by developed value orientations, responsibility, independence, self-development, self-realization, self-control of behavior, ability to behave regardless of influencing circumstances, positive thinking, desire for creativity, achievement of acme. Most of these characteristics contain an egocentric modality. Social maturity is associated with a person's prosocial orientation and is achievable if a person becomes a subject of social activity, being active and taking responsibility for his or her actions. Social service as an activity aimed at providing selfless assistance to people is necessary to achieve socially important goals stipulated by the traditional spiritual and moral values of Ukrainian culture (mercy, self-sacrifice, service to others based on the ideals of kindness, honesty and justice, etc.).

From the perspective of the subjective-activity and social-personal approaches, social maturity is a personality quality that includes a person's attitude as a subject to humanistic values, which are assessed through the prism of social values of Ukrainian society. A socially mature personality is characterized by initiative, activity, responsibility, social orientation of the person's behavior in communications, positive attitude towards others (friendliness), readiness to engage in socially useful work in interpersonal and collective interaction, and the desire to benefit others by showing social dedication. At the same time, as a result of the persistent imposition of the cult of individualism on Ukrainian society, the focus on personal achievements and personal success has become the leading orientation in the life orientations of young people, and their unreadiness for collective activity and social dedication has been noted, which is evidence of the social immaturity of modern boys and girls.

Since one of the most important tasks of modern pedagogy is to educate active citizens responsible for the present and future of the country, professional specialists capable of realizing social goals, it is necessary to purposefully create pedagogical conditions for the development of social maturity during the educational process, in particular among students of medical college.

The problems of social maturity of medical college students

In Ukraine (as well as in Western countries), there is a general tendency to note a divergence in the biological and socio-cultural maturation of the younger generation. The mechanism of young people's inclusion in adulthood is disrupted due to the need for new obligations. The analysis of Ukrainian and foreign literature reveals the presence of various social phenomena: «social dependency of young people», «social passivity», «social infantilism», «extended childhood syndrome». National (E. Bazyka[238], V. Veremeychik, T. Seliykova[239]) and foreign (R. Buck[240], M. Churchland, A. Afshar, K. Shenoy[241]) researchers express fears about isolation, lack of necessity for modern young people to be included in the life of society, passivity and avoidance of personal responsibility and control over events that happen to them.

It is necessary to mention the opinion of A. Bandura, who has interpreted the rejection of personal control over his life as a way to avoid responsibility, risk and the necessity of self-development, which requires time, additional efforts and powerful resources (Bandura A., 1991[242]).

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[238] Базика, Є. Л. (2012). Феномен психофізіологічного стану прокрастинації. Міждисциплінарні дослідження в науці та освіті: Психологічні науки, 1, 13–18.

[239] Веремейчик, В.В., Селюкова, Т.В. (2017). Особливості саморегуляції та самопрезентації у осіб з різним рівнем самооцінки. Проблеми екстремальної та кризової психології, 22, 82–95.

[240] Buck, R. (1991). Motivation, emotion and cognition: A dcvelopmentalinteractionist view. In: K.T. Strongman (Ed.) International review of studies on emotion. V. l. Chichester: Wiley

[241] Churchland, M.M., Afshar, A., Shenoy, K. (2006). A central source of movement variability. Neuron, 52 (6), 1085–1096.

[242] Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational Behavior and Human Decision Processes, 50, 248–287

It is necessary to take into account the fact that the social maturation of college students takes place in a background of two age crises. The first one (the so-called "small crisis» of 17-18 years) is associated with the problem of achieving independence from parents, increasing skills and independence. The second one includes the beginning of the crisis of youth (20-30 years), which corresponds to the first conscious actions of a person in intensive personal life and professional activity, affecting the period of «formation» and self-assertion in such areas as love, family, career, and society.

Crises arise as a result of a conflict between two «realities» of a person: the mental reality of a person against his or her worldview system, behavioral patterns, etc., and the objective reality that contradicts his or her life experience. The essence of crises lies in the problem of choosing between two alternative options for solving age-related developmental problems. The nature of the chosen solution determines the success or failure of a person's future life.

It should be noted that during the crisis stages of development, a person undergoes important spiritual work: a contradiction between the desired and self-perceived state is revealed. During this period, some moments of life are reevaluated. A person may come to the conclusion that he or she has not revealed his or her capabilities, has not realized the potential inherent in him or her. These conclusions are often accompanied by the vague feeling that something is wrong with the person. The situation is resolved through the realization that changes must take place in the person, not in his or her immediate environment. In this case, a person gets the opportunity to really evaluate himself/herself and build his/her life based on his/her current capabilities. Thus, a crisis is a time of qualitative positive changes, as a result of which a person moves to a new, higher stage of development. For an individual, the very ways of self-realization are the subject of analysis, and new opportunities are the subject of search. It should be noted that the successful passage of the crisis stages of development in college students is associated with the development of social maturity.

We will analyze the factors (biological, psychological, social, pedagogical), as well as situations and circumstances that cause problems in the social maturation of college students.

The indicators of social maturity of a person are largely determined by and depend on the age characteristics of a person. It has been known that the concept of «age» characterizes a qualitatively peculiar period of physical, psychological and behavioral development of a person. Researchers note that over the past centuries, there have been noticeable ontogenetic shifts in human development - the processes of general somatic, sexual, neuropsychological maturation have accelerated, while at the same time the aging process has slowed down, especially in the field of intelligence and personality.

Students entering college after the 9th grade (15-16 years old) are in the older adolescent period (puberty) (13-17 years old), when the crisis of adolescence is over.

Given the heterochronous nature of the human development process, age differences may occur. Such a discrepancy in age groups does not indicate any disorders, for example, a young man under 21 can be mature in terms of morphological and psychophysiological parameters and still be psychologically immature. In the process of studying the social maturity of applicants, it was important for us to focus on the age of 15-21. The analysis of the results of B. Ananiev's research showed that the period of adolescence we have been studying is characterized by qualitative psychophysiological changes in human development, the biological development of a person is completed, growth slows down and stops; the formation of the skeleton, which is a morphological sign of maturity, is completed; blood pressure reaches the level of adult normality. The peak of development of psychophysiological, mental and intellectual functions is noted at the age of 19, and the maximum level of all types of sensitivity is at the age of 20.

So the age of 20 years is the peak of general human development. At the age of 21, the development of the highest emotions of a person (ethical, aesthetic,

intellectual) and self-awareness is completed. The central psychological process of adolescence is the development of self-awareness, which ends by the age of 18-21, reaches physiological and psychosexual maturity. So, during this period there is a development of the human body to achieve the final result - a mature organism of a certain species, given by biological laws. Human social development can occur endlessly.

An adult gives a special pleasure to immerse himself, explore his thoughts, feelings, actions, which contributes to the development of his emotional sphere (). Specific features of this age include: the importance of close emotional contacts, intensive socialization, «a sense of adulthood» (when freedom is understood by adolescents mainly as a choice, not a responsibility). Special attention is drawn to the following warning of psychologists: «the suppression of adult initiative at this age threatens to consolidate infantilism as a strategy of behavior» (Deci E., Ryan R., 1985[243]).

In recent years, there has been a significant transformation of the processes associated with the individualization and socialization of adolescents. In some modern youth, entertainment is relegated to the background, giving way to a special search for the meaning of life, growing criticality towards the older generation. A significant impact on their behavior has the desire for a high level of achievement, presentable appearance, good health in the development of such character traits as perseverance and determination. However, moral values (honesty, decency, mutual assistance) are at the lowest levels of this hierarchy.

If 20 years ago more than half of adolescents showed an altruistic mood, now such attitudes are noted only in 16% of adolescent children.

Applicants to college after the 11th grade are in adolescence (15-18 years old). During this period, you can observe how an uncertain, inconsistent teenager, claiming to recognize his adulthood, becomes a really adult. He is becoming self-aware, a stable image of his personality, understanding the inner world, forming his

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[243] Deci, E. L., Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior. Berlin: Springer Science & Business Media.

own worldview. Emotions are no longer perceived as derived from external factors, but are realized by the manifestation of the state of their own «I». All this is accompanied by a sense of one's own uniqueness and dissimilarity to others.

According to I. Kon, the transition from youth to adulthood is often marked by the development of a sense of personal identity. Despite all its «intimacy, introspection of self-determination», search for the self, «this process has a worldview meaning, a social character that becomes more and more obvious with age». Adulthood (maturity) is not a permanent state. It is a process, a stage in the life path, social roles, and responsibilities in which a person realizes their individual human capabilities (Bernardini J., 2014[244]). However, a person's personality can both develop throughout life and regress. This may be due to special circumstances. Psychologists associate regression in the development of personality with the growth of social isolation of a person, his gradual dismissal or conscious refusal of duties and functions in society, which leads to a narrowing of the volume of personal properties and deformation of the personality structure. And then the existence of man as a person and subject of activity ends before physical old age occurs. In other words, the social maturity of a person depends on the age characteristics of a person, but is not determined by them.

Social maturity of the individual is understood as one of the results of human development in ontogenesis, covering physical maturity (the result of biological maturation) and psychological maturity (the result of mental development). Social maturity is a consequence of a certain life stage.

The process of personality development in ontogenesis, which occurs according to internal patterns, is prospectively directed and «holistic in its content». Integrity as a philosophical category is «the internal unity of objects, their relative autonomy, independence from the environment». Social maturity, as a result of the process of socialization and individualization of the individual, in its totality has these characteristics. A socially mature person has an inner unity of value

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[244] Bernardini, J. (2014).The Indicators of Adulthood in the Postmodern Context. Postmodern Openings, Volume 5, Issue 3, September, Year 2014, pp.79-93

orientations, motives and needs, methods of activity, and is also quite autonomous: taking into account his own value orientations, he takes independent and responsible actions. Socially mature personality functions independently - it is focused on universal human values, is able to find a balance between their needs and the requirements of other people and society. Therefore, social maturity can be defined as a holistic personal quality.

An adult shows maximalism in judgment and a kind of selfishness in thinking. The behavior of a young man is based on the conviction that all events of the surrounding world develop according to his theories and are not the result of real life situations. To demonstrate their independence and identity, they develop typical behavioral responses: «neglect» of the advice of older generations, distrust and criticism of adults, which can result in open protests. Nevertheless, the passionate desires of boys and girls dedicated to finding their own place in society, even if they have an intellectual readiness to comprehend everything that exists, are most often not supported by the practical and spiritual experience of life among close and completely strangers.

The importance of value-oriented activities increases during the youth period. This is due to the fact that an adult seeks autonomy, defends the right to be himself. At the same time, the role of trusting relationships is growing, when the values of friendship and love begin to play a decisive role in the life of boys and girls.

Young people build life plans based on a conscious choice of future profession. During this period, society forces young men and women to implement personal and professional self-determination, which is reflected not only in internal plans and dreams but also in real choice. When making a choice, the main guidelines are the desire to realize life's vocation and the search for a sphere of activity that will allow a person to maximize his usefulness for others. A necessary condition for the successful solution of the problem of choosing the future sphere of activity is the completed personal self-determination, based on the construction of an integral plan of life and self-projection of oneself in the future.

According to sociological research, school graduates, who are the most significant indicator of future professional activity, select a high salary, and the value of benefits for the professional community is irrelevant for them.

Admission to a medical college has a weak influence on the process of growing up of young people. This act in modern conditions does not guarantee that the applicant for education independently and deliberately chose an educational institution, a specialty, most likely, it was a collective decision that was made on the advice of parents (or simply imposed by parents).

When moving from school to a new educational institution, opening the opportunity to master the profession, boys and girls enter a different social situation of development. The situation is unique because it involves not just adapting to a new team, but also designing their future, which involves choosing their lifestyle, profession, and reference groups.

At this point, certain negative phenomena may stand out. As teachers of the medical college note, often from the side of boys and girls an irresponsible attitude towards education is demonstrated due to the loss of the importance of knowledge as such. Thoroughness in the assimilation of educational components is selective, up to the complete disregard of some academic disciplines. In the ranking of personal interests, education (training) is shifted from a leading position.

Negative evaluation does not cause experiences, since it is exhibited very rarely and can be easily «prevented» by applying prompts and cheating. Thus, assessment has ceased to be a reflection of the knowledge of a particular person, in a sense - this is a collective assessment. The danger of sharing responsibility with a partner, who can act as a «neighbor on the desk», the author of the textbook, the teacher, is to form tactics to avoid making their own decisions, skills to assess situations and the manifestation of volitional actions, which slows or violates the passage of the natural stages of growing up personality.

There are several factors, both objective and subjective. As a subjective factor, the choice of an educational institution by young men and women is often considered on the basis of such criteria as accessibility («take without exams»,

«take with low results of the EIT/GIA», «you can study for budget funds», «low tuition fees») and convenience and proximity to the place of residence («do not need to spend a lot of time and money on the road»). The specificity of the professions or specialties that a particular college offers for development, the more prospects for growth in personal and professional terms, most applicants think only superficially.

The secondary school itself (paradoxically, it sounds) makes its negative contribution (as an objective factor) to reducing the level of school readiness of graduates, since it is aimed at the results of passing the EIT (replaced by NMT during the war) after the end of 11 classes and the GIA after grade 9. The reason is the focus of teachers to get students a high exam score. At the same time, as a tool for achieving the goal, not a difficult way of forming a base of deep and fundamental knowledge was chosen, but the development of the skill of performing a certain set of actions according to the proposed scheme, a sample, a known algorithm, which are due to the demo version and/or last year's variants of EIT/NMT/GIA.

Modern scientists began to raise the question of the danger of the «standardization phenomenon», when the orientation of the modern school to the formation of algorithmic (typical, formal thinking) in children leads to a decrease in creativity as students grow up.

With a strict time limit, the activity of the subject teacher is reduced to the translation of «ready» knowledge in a form convenient for memorization. Encouragement to independent mental work of students within the framework of the educational process is already perceived as an impermissible luxury. As a result, teenagers get used to getting a «ready» solution and become passive. This situation provokes the formation of boys and girls fear to voice other «views» and give answers that do not fit into generally accepted patterns. There is a closure of young

people in themselves, which determines the transfer of educational passivity to other spheres of life (social, cultural, leisure, etc.)[245].

Similar results are also due to the unfinished «asociality» of the EIT measuring apparatus, which records only the presence of «residual» knowledge and typical skills, leaving «overboard» the achieved level of education and development of graduates (disclosure of abilities, formation of moral and life guidelines, manifestation of creative development and civil maturity, readiness for self-realization).

A significant role in reducing motivation to study is played by the loss of priority given to knowledge in the employment of graduates of a medical college, and the lack of correlation between intellectual potential and social and material success in the profession.

We especially note that the demographic decline guarantees the receipt of, if not desired, then at least some kind of education, since due to the lack of entrance exams, with the advent of «commercial» places, the situation of the competition has practically disappeared. The result is a decrease in the significance of the final result of the prestige of education. And what is very important for our study is that there is a decrease in personal responsibility for educational activities among students of a medical college.

Attempts by students to continue their studies with the help of school methods do not bring the expected positive result, there is a misunderstanding of the reasons for the refusal of the proven scheme for obtaining knowledge. At the beginning of the school year, a depressive state may appear in the behavior of freshmen: anxiety or longing, loss of interest in what previously gave pleasure, a feeling of hopelessness and own worthlessness, inability to concentrate, indecision, etc.

The lack of formation of personality traits (responsibility, activity, initiative) of graduates of a medical college causes modern employers to claim that young

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[245] Sinegubov, S. & Tsalikova, I. & Pakhotina, Svetlana & Sabaeva, N. & Kungurova, I.. (2024). Global problems in education as a research object in international databases: a historical perspective. The Education and science journal. 26. 90-123.

medical specialists do not have the consciousness of the production tasks performed, there are difficulties in cooperation with team members, which negatively affects the results of labor productivity.

In recent years, in foreign literature, the personal and social maturity of students has been studied in a socio-cultural context in terms of place of residence (city, village), joint and/or separate education of girls and boys, students in technical and pedagogical specialties. A higher level of social maturity is recorded in the process of joint education of girls and boys. The relationship between the indicators of abstinence, self-control and the ability to cope with stress is studied. The researchers note that adolescents at this age begin to understand that society expects them to be aware of their actions, and for this it is necessary to control their own behavior. Scientists observe that self-control formation is a natural process during childhood, but it can also be influenced by the educational process of learning.

Ukrainian researchers in the field of pedagogy, medicine and psychology began to describe in boys and girls «prolonged growing up syndrome». According to experts, this is a special form of social dependence, «social underage», which allows the student to avoid adult life «today», when there are few rules and restrictions, and then he will not be able to «join» in adult life «tomorrow», since he will not be able to orient himself in social values and norms. This is a kind of «intellectual infantilism», which manifests itself first as an inability, and then the avoidance of independence in acquiring new knowledge, determining life principles, in a passive life position.

Confirm this and the results of sociological research. To the question «Would you like to live without doing socially useful work if there was such an opportunity?», 20% said «yes», 34% said «no», and 46% could not answer. It is worth noting that the respondents without hesitation advertise a tendency to conduct a dependent (consumer) lifestyle.

So «Aspen Institute Kyiv, at the initiative of the Office of the President of Ukraine, the Ministry of Social Policy of Ukraine, the Coordination Center for the Development of Family Education and Care of Children and with the support of the

EU and the UN Children's Fund (UNICEF) in Ukraine, launches the Program» Man, Family and Society. «Its goal is to create a platform for discussing the concept of family, the main trends, the causes of transformation, challenges and prospects for the development of family relations in Ukraine»[246]. The main provisions of the program are aimed at stimulating personal development, self-determination and socialization of the individual by joining the values of society, rules and norms of behavior in the system «person - family - society – state» in order to form a public position among young people, respect for history and heroes of our time.

Returning to the fact that «benefit for society» occupies only the seventh position in the rating of life values of young people (only 13% of affirmative answers), we can assume large-scale changes in the attitude of young people and their consequences for society as a whole. Perhaps we must hope that youthful maximalism will pass and in the future adult life everything will fall into place.

In an ideal varint, young people entering a medical college should already demonstrate the established maturity of both general and sexual, as well as mental, labor, social and ideological maturity.

If the physiological and puberty of a person as a biological being can be described in the language of anthropometric indicators, then to assess mental development there are indicators that determine the degree of formation of the main mental operations and are associated with the peculiarities of the education system in a certain historical period. Indicators that characterize physical and mental development in a certain way determine labor maturity. At the same time, the physical development of a person has practically no effect on the formation of social maturity, which manifests itself in the inclusion of social and social tasks in the solution. The level of social maturity can vary, because it is due to the socio-economic structure of society, national characteristics and traditions. It is social maturity that makes a person an independent personality in professional activity and private life. You can grow up, but not be socially mature.

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[246] https://aspeninstitutekyiv.org/event/ljudina-sim-ja-i-suspilstvo/

We believe that such maturity can be considered formed if a person who has reached the age of majority, under various life circumstances, behavior and actions correspond to universal moral standards, and the basic values of life are used as their own values. However, if a person demonstrates selectivity in actions, observing some norms and values, ignoring others, then most likely there is only a partial, incomplete formation of social maturity.

Maturity is a reflection of the implementation of educational and upbringing processes at the stages of growing up. An indicator of each type of maturity is a new state of «growing up» of a teenager, which is achieved by improving the spiritual development of the world, worldview, value-semantic dominants and ways of life. We believe that in adolescence, social maturity includes the development of mental functions, achievements in learning, motivation in education, health status, value orientations, the formation of the «I-concept» and self-regulation mechanisms[247].

We believe that the essence of social maturity of college students reflects the following structural components proposed by Shramco: responsibility for their actions and deeds, active life position, commitment to socially significant values, ability to productive cooperation with members of society (Danchenko I., Poluboiaryna I., Tyrina V., 2019[248]).

We are close to the position that social maturity (determined by age characteristics and personal qualities) of boys and girls is characterized by the ability to independently choose life principles and value guidelines, the selection of ways of self-development in socially significant activities. We draw attention to the fact that the social maturity of students is expressed in readiness for socially significant activities, designation of individual trajectories of development and

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[247] Karoly, Paul. (1993). Mechanisms of Self-Regulation: A Systems View. Annual Reviews in Psychology. 44. 23-52.

[248] Danchenko, I., Poluboiaryna, I., & Tyrina, V. (2019). Formation of social maturity of students of institutions of higher education. EUROPEAN HUMANITIES STUDIES: State and Society, 18(2), 125-146.

improvement of oneself and the educational environment to achieve personal and socially important goals and objectives.

Based on the definition, that the social maturity of the individual as a stable, holistic, predictable state of the individual, characterized by a social orientation in all spheres of life (Porvazník, J., Vydrová, J., Ljudvigová I., et al., 2017[249]), and, taken into account that students of a medical college, being objects of pedagogical influence in the process of their education, should become subjects of educational activities, we consider such activities as the context of the manifestation of the social orientation of behavior, which is reflected in the social dedication of boys and girls.

The psychological and pedagogical literature describes the characteristics of various types of social maturation of adolescents: 1) focused on adults; 2) society-oriented; 3) focused on non-institutional norms; 4) with antisocial behavior, etc., but there is no description of a group of adolescents focused on social service.

So, the question arises: is this due to the fact that such adolescents do not exist in principle or do researchers «veiled» this type of social growing up, for example, in the group «society-oriented»?

Since the development of social maturity occurs in the process of growing up, so the degree of its manifestation in college students can be different and change in different ways, which is associated with the orientation of the individual, which depends on the content of real processes of education, training, self-education (Danchenko I., Poluboiaryna I., Tyrina V., 2019[250]). On this basis, we talk about the possibility of classifying different types of personality of college students in terms of characteristics of subjectivity and social dedication.

Thus, the analysis of the literature made it possible to identify such factors that create problems for the development of social maturity of students: the age

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[249] Porvazník, J., Vydrová, J., Ljudvigová I., et al. (2017). The importance of holistic managerial competence and social maturity in human crisis. Polish Journal of Management Studies, 15(1), 163-173.
[250] Danchenko, I., Poluboiaryna, I., & Tyrina, V. (2019). Formation of social maturity of students of institutions of higher education. EUROPEAN HUMANITIES STUDIES: State and Society, 18(2), 125-146.

characteristics of applicants, characterized by crisis, which often complicate their adaptation in different social conditions; inability to independently receive and structure information; low performance of educational activities and inability to be responsible for its results; ignoring the requirements; passivity in educational and lack of initiative in social activities; focus on personal achievements and their own success; dissatisfaction with the learning process; dissatisfaction with the team and the relations formed in it (psychological climate); unpreparedness for collective activity and social commitment; social abstinence; the complexity of a reasonable independent choice of one of several possible options for future professional activity; prevalence when choosing a profession of a personal-egocentric attitude over a socially oriented one; hyperopic from the teaching staff.

In educational science, scientific and theoretical foundations have been developed for the development of students' social maturity in educational institutions. Contemporary research on social maturity of people of different age groups emphasizes personality traits such as activism and social responsibility, as well as productive social cooperation and readiness for different types of socially meaningful activities[251]. At the same time, from the perspective of social contribution, there is a lack of scientific ideas about the nature, structure, content and conditions of students' social maturity in socially useful activities.

During the in-depth study of the problem of social maturity of young people, the theoretical and practical aspects of the development of social maturity of students in the educational process of the universities based on educational technologies have not been explored[252].

Taking into account that the leading role in the personal and professional development of students is played by educational activities aimed at the formation of skills and abilities in various areas of theoretical knowledge acquisition and social consciousness, in order to improve educational techniques in the educational

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[251] Markowska-Manista, Urszula. (2018). The Contemporary Problems Of Children And Youth In Multicultural Societies -Theory, Research, Praxis.
[252] Kalita, Utpal. (2023). Oriental Institute A Study On Social Maturity Of High School Students In Relation To Gender And Caste.

process of medical faculties, it is necessary to improve the social maturity of students in the educational process of the university. We consider it necessary to develop pedagogical conditions for reflection of educational techniques in the educational process of medical faculties.

Concept of formation of social maturity of medical college students

In recent decades, there has been an increasing gap between the biological and sociocultural maturation of young people. This is manifested in a violation of the mechanism of social responsibility, which involves the inclusion of the younger generation in the life of adults, when it is necessary to take on new responsibilities and obligations. Foreign Researchers (G. Darkenwald, S. Merriam[253], R. Muchielli[254], B. Borofsky[255], T. DeLuca[256], N. Eliasoph[257]) considers various social phenomena, among which is the phenomenon of «social maintenance of youth». The authors use synonyms of the phrase «social passivity», «social infantilism», «prolonged childhood syndrome». Researchers note that the lack of inclusion of modern young people in society is alarming.

We especially note that in sociological and psychological-pedagogical studies devoted to the study of the life of Ukrainian youth, there is a loss of value guidelines, which leads to a violation of identity, loss of the content of future life by young men and women, in particular, the meaning of education. The shortage of situations for the socio-psychological self-affirmation of the individual, the lack of positively assessed, significant activity for young people lead to the formation of negative self-perception. There is an underdevelopment in young people of constructive communication skills, which leads to the inability to regulate tension

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[253] Darkenwald G.G., Merriam S.B. (1982). Adult Education: Foundations of Practice. N.Y., Harper & Row.
[254] Muchielli R. (1985). Les methodes actives dans la pedagogie des adultes. Paris.
[255] Borofsky B. (1996). Liberalism from Self: A Theory of Personal Autonomy. N.Y.. №6.
[256] DeLuca T. (1995). The Two Faces of Political Apathy. Philadelphia: Temple University Press.
[257] Eliasoph N. (1998). Avoiding Politics. How Americans Produce Apathy in Everyday Life. Cambridge, UK.

in interpersonal relationships, causes the inability to prevent the emergence of destructive conflicts and minimize their consequences.

Specialists working in institutions of professional pre-higher education and, in particular, in medical colleges note among applicants, along with a decrease in school readiness and low motivation for learning, their passivity in public, physical culture and recreation, leisure, cultural and other spheres of activity. The listed factors convincingly testify to the social immaturity of medical college students[258].

The social maturity of young people in the aspect of acmeological research includes value orientations, motivation of education, achievements in learning, the formation of the «I-concept» and the mechanisms of self-regulation. Whereas from the standpoint of psychology, a person's social maturity depends on his awareness of his inclusion in the social group where his vital activity takes place, an emotionally positive attitude towards these communities and activity to develop or maintain the stability of these communities.

Despite the multidimensionality of the study of the problem of social maturity and social responsibility, the issues of forming the social maturity of boys and girls studying at a medical college still remain poorly researched.

Modern society needs specialists who have a humanistic worldview and social maturity, have deep professional knowledge and realize their creative potential in professional activity. Teachers and methodologists in the field of the foundations of the continuity of the educational process emphasize that the strategic task of the educational space for applicants for education is the formation of professional, general cultural, general scientific, information competencies aimed at the formation of the behavioral model of the subject of future professional activity.

The realities of life indicate that the constantly changing socio-economic conditions of life cause the need to compare and reconcile the accumulated experience with the updated reality. The issues of training specialists of a new

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[258] Скок А. Г., Дроздова О. Ю., Данильченко Т. В. (2017). Сучасна молодь у соціально-психологічному вимірі: здобутки чернігівських психологів: монографія. Чернігів: Десна Поліграф.

generation in accordance with the requirements of modern Ukrainian society, which has been struggling with an external enemy for two years, require a solution to the problem of forming social responsibility and a theoretical and methodological justification for the formation of social maturity among students studying in institutions of professional higher education.

Under the social maturity of students of the medical college, we understand the integrative qualitative characteristic of the individual, which determines its social formation, which manifests itself in:

a) the adoption by students of social values as personally significant and their understanding of the significance of their profession to improve the well-being of people;

b) ability to work in a team and communicate without conflict;

c) responsibility, independence, self-development, creativity, reflexivity, contributing to meaningful mastery of professional activity.

The formation of students' social maturity requires taking into account socio-cultural factors, such as socio-professional factors, which reflect the demand of Ukrainian society to raise young people with a positive outlook on life and a sense of responsibility towards the country. It is important to take into account standard competence factors due to the presence of competencies developed for vocational education (e.g. understanding the nature and social significance of one's profession, the ability to organize one's professional activities).

It should be noted that the basis of the content of the concept has been the following definition: the pedagogical concept contains a justification of the problem and a detailed statement of the initial provisions, basic ideas, prognostic developments (König J., Ligtvoet R., Klemenz S., Rothland M.[259]). Based on the presented definition, the following methodological approaches, theories and

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[259] König, Johannes & Ligtvoet, Rudy & Klemenz, Stefan & Rothland, Martin. (2024). Discontinued knowledge growth: on the development of teachers' general pedagogical knowledge at the transition from higher education into teaching practice. Teachers and Teaching: Theory and Practice. 30. 1-19. https://doi.org/10.1080/13540602.2024.2308895.

positions were the theoretical basis for developing the concept of forming the social maturity of students of the medical college:

• *an axiological approach* that reflects the essence of humanistic pedagogy, when a person is perceived as the highest value of society, an end in itself in social development;

• *a socio-personal approach,* in which the emphasis is on the need to raise committed individuals who can serve high ideals of goodness and justice, who can do useful work for society, and who can work actively and without conflict in a team;

• *subjective-activity* approach assumes that the personality is formed and manifested in the activity, and therefore requires special and purposeful work on the selection and organization of the pet's activity, which is aimed at activating and transferring from the position of the object to the position of the subject of knowledge, labor and communicationobject to the position of the subject of knowledge, labor and communication;

• *context-competence approach,* from this perspective, student activities are designed and implemented through three interrelated educational models, from training to semi-professional, from training to professional and professional activities - semiotic, imitative and social;

• *acmeological approach,* in the understanding of which maturity is perceived as a characteristic of the milestone stages of human maturation in the learning process;

• *the theory of the personality-developing pedagogical process,* in which the formation of the personality of students of a medical college is considered as the formation of their experience of self-esteem, meaning, acceptance of responsibility, self-regulation, subjectivity;

• *the place of psychological and pedagogical support in the educational process* is the situation when the nature of the support is related to helping various participants in the educational process in the practice of personal development and independent behavior, while social-psychological support is the situation when the

teacher helps the student in solving problems related to the crisis of adulthood, professional autonomy, effective interaction, social responsibility, social responsibility, and socially oriented activities, etc. They immediately help students in solving their personal problems related to these issues.

The leading idea of the concept is the actualization and activation of the educational potential of professionally directed activities of students to form their social maturity in the educational process of the medical college.

We emphasize that the potential is the totality of all available means, capabilities, productive forces, etc., that can be used in any industry, sector, sphere. But the potential must first be actualized and then activated.

Professionally directed activities of students of the medical college, in our opinion, should be organized by creating certain organizational and pedagogical conditions, which include:

- transformation of educational activities into professional ones with a gradual change in the direction of the needs and motives of students from personality-egocentric to socially-oriented professional activities;

- creation of educational problem situations, gradually approaching in content and form to professional, to its prototype, set in the model of the specialist's activity;

- organization of social interaction of students through training technologies;

- establishing links between the educational institution and employers in the framework of professional interaction.

In the structure of the standard of professional pre-higher education in the specialty 223 Nursing of the field of knowledge 22 Healthcare of the educational and professional degree «professional junior bachelor» there is a block of disciplines that provide «immersion» in professional activity. In the process of teaching professionally oriented disciplines, their deep qualitative changes are possible, which are associated with the social, emotional and structural enrichment of the educational process in order to form the social maturity of students.

The term «enriching the content of education» entered the didactics only in the early 90s. Enrichment of the content of education does not imply a quantitative restructuring of the content of education, as was traditionally accepted, but qualitative deep qualitative changes in the development of the content of education.

We offer to implement the social enrichment of the educational process through:

• immersion of students in the substantive basis of professional activity awareness of the mission of the profession;

• expanding the professional horizons of applicants for professional pre-higher education on the basis of mastering professional terms in a real professional environment;

• formation of students in the process of joint design and implementation of professional activities of a sense of collective as a unifying beginning of common interests and the basis of solidarity in decision-making and assistance to others;

• inclusion of applicants for education in active types of socially significant relations, including the organization of effective tutor support for classmates with disabilities.

Emotional enrichment of the educational process should be discussed when the teacher, using training technologies, involves students in various emotionally significant situations:

• problem-searching, based on an active search for the right solutions in the situation of interested communication;

• emotional-positive, associated with the formation of skills of conflict-free and positive communication during the implementation of joint projects, which leads to the acquisition of moral and emotional experience of empathy, help, responsibility, protection;

• professional-game goals of imitation of conditional professional activity in the educational process;

• evaluative-reflective, based on the student's reflexive self-esteem of his own professional activity, which encourages him to self-improvement and self-development.

Structural enrichment of teaching professional-oriented disciplines offer to implement through: the organization of quasi-professional activities through differentiated group and brigade forms of work; creation of professional platforms (by analogy with WorldSkills); establishing effective and efficient practical interaction with medical organizations (practice bases).

In the process of quasi-professional and educational and professional activities, the following mechanisms are launched:

- *identification* (from the Latin «identificare» - likening, identification with anyone, anything) implies the establishment of a complete similarity of the student with the image of a professional, by involving him in a real professional process;

- *personification* (from Latin persona and facio - impersonation) is based on the development of personal responsibility for the performance of professional duties by immersing students in independent professional activity with the provision of opportunities for them to realize professional competencies.

The process of formation of social maturity of students includes two stages: adaptation-professional and professional-personal.

The purpose of the adaptation-professional stage is to adapt applicants for education to the conditions of study at the medical college in the process of immersion in educational and professional activities. The tasks of this stage are: first, assistance to students in mastering the new rules of learning, control and assimilation of knowledge; secondly, the inclusion of future specialists in the team of classmates, the assimilation of its rules, traditions; thirdly, the organization of students' activities to assimilate professional knowledge, skills, abbilities and qualities. To solve the tasks, various methods of teaching and education are used: explanation, persuasion, method of forming consciousness, discussion, method of interaction. The most promising forms that should be used at the adaptation-professional stage include: classes with elements of business games using special

vocabulary, cognitive forms (excursion, performance-demonstration, front conversation).

The purpose of the professional-personal stage is the formation of students' professional competencies. Tasks are the following: organization of educational, professional and quasi-professional activities of students; consolidation of professional competencies in the real production process; formation of personal responsibility for the performance of certain activities. A wide range of methods is used, such as: project activity, analysis of specific situations, organization of activity in specially created conditions, exercises, method of forming professional consciousness. Forms: situational role-playing game, business games, brainstorming, group work, analysis of specific situations, competitions, project protection.

We have to note that the practical significance of the presented author's concept is that it has taken as a basis in the process of developing a model for updating and activating the educational potential of professionally directed activities of students of a medical college during the formation of social maturity in them.

In the process of forming the social maturity of students of the medical college, professional and pedagogical support has been organized (the presence of a teacher next to the students). It consisted in helping applicants for education to overcome emerging difficulties and solve problem situations; selection of optimal means of educational activities; stimulating altruistic behavior; mastering professional competencies declared in the standard.

In the formation of the social maturity of medical students, the teachers participating in the experimental study were guided by the following principles: focus on the future - affirmation of optimistic hypotheses, despite the risk of making some mistakes in their approach to each educational application; orientation towards a values-based attitude towards the profession - traditional socio-cultural patterns of society in line with such principles as the focus of the activity on the acquisition of professional competence, understanding of the social significance of

the professionalism of the activity; social interaction - training in and through teams, manifestation of empathy between students, orientation towards cooperation and assistance in the process of professional activity, leader in collective work. Fulfillment of functions.

Depending on the level of formation of social maturity of students, teachers implemented various support tactics, such as guardianship - unconditional positive acceptance by the teacher of the student as a person without any preconditions; mentoring - helping the student to gain experience necessary and sufficient to master the profession; partnership - providing socially oriented communication in the dyad «teacher – student»; cooperation - joint activity of the teacher and the student to achieve success in learning.

Conclusion. Therefore, the concept of the formation of social maturity of medical students taking into account social and professional factors was developed on the basis of the provisions of the axiological, social and personal, acmeological, proactive and contextual approach to competence, includes such basic provisions as: meaningful (social, emotional, structural) enrichment of the process of teaching professionally-oriented disciplines; introduction of organizational and pedagogical conditions for professionally directed activities of students of the medical college (transformation of educational activities into professional, creation of educational problem situations, organization of social interaction of students at the adaptation-professional and professional-personal stages); professional and pedagogical support of students, taking into account the principles of focus on the future, orientation on the value attitude to the profession, activity education and social interaction.

TOLERANCE AS A COMPONENT OF EFFECTIVE PROFESSIONAL COMMUNICATION OF FUTURE SOCIAL WORKERS