Methods of Social Interaction Learning for Students of Non-Profit Organizations

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Abstract: Search and substantiation of new form productivity for student non-formal education, which make it possible to compensate for the deficit of purposeful preparation for social interaction in the traditional (formal) system of higher education. Methodology: system-dialectical approach, which allows to overcome the existing fragmentation and the fragmentation of research results concerning the experience of student social interaction; the methods of scientific analysis of sources; pedagogical experience study; comparative analysis; classification; content analysis; mathematical processing of statistical data. Results: they substantiate the relevance of addressing social education of students in youth non-profit organizations, as one of the forms of non-formal education. The individual and group experience of social interaction and its promising lines of enrichment (subjectivity, reflexivity, co-existence) are proposed as a system-organized educational result. The content of education is determined based on the characteristics of social practices implemented in non-profit organizations. The results of the comparative study of the applied forms and methods of youth training in existing youth non-profit organizations in Russia and abroad (the Association of Trainers of the Russian Union of Youth, the All-Russian School of Personal Growth and Development of Student Self-Government "Progress", "The College of Trainers by T. Hoist" (Germany), "Freechild Institute" (USA). The methods of social training of their participants most widespread in non-profit organizations, the features and results of their application are determined. The conclusions are made about the relevance and prospects of student youth preparation optimization for active social interaction in non-formal education within the context of non-profit organizations based on the methodology of the system-dialectical approach to the enrichment of individual and group experience of social interaction.

Keywords: Experience, non-profit organization, non-formal education, social interaction, students.

INTRODUCTION

Interest in the activities of non-profit organizations around the world is steadily growing, the active participation of self-organized groups of citizens for social, political, economic, and religious issue solution contributes to the growth of awareness level and civic trust between the subjects of public relations. In this regard, the need to study various aspects, means, forms, and methods of social interaction within these social institutions come to the fore (Kovalenko 2019).

Seemingly, we still have a clear division of the educational process at the vocational school into theoretical training, where scientific knowledge is formed, and practical training, where practical skills and abilities are formed. But since scientific knowledge is always objective (mathematics, physics, history, strength of materials, etc.), then the entire content of education was built and is still persistently built on a subject basis" (Chen, Dewi, Huang, and Caraka 2020). In this regard, there are objective contradictions between the results of mastering educational standards and the really demanded experience of the forthcoming professional activity. The educational standard grades the expected results of development as "personal", "met subject" and "subject", while first of all, "subject", then "met subject" and only after that "personal" results come to the fore in the educational system. At the moment, the educational system prevails, not aimed at shaping the student's personality, but aimed at fulfilling the curriculum of the discipline, while the information age and the increasingly complex, contradictory and changing society force to eliminate the existing "gap" between educational standards and professional standards - in addition to purely subject knowledge, a future expert must be able not only to apply it in practice, but also to fill constantly the deficit of new applied competencies necessary for successful self-realization in the labor, personal and social spheres (Caraka, Hafianti, Hidayati, Wilie, and Muztahid 2019).

The educational environment of a higher education institution has both spatial and content boundaries determined by its professional profile. The social interaction of its subjects is largely determined by the tasks of mastering the experience of professional activity by students, and in a much smaller part by the tasks of mastering the experience of social interaction. The interaction of educational subjects is limited by their role positions, which are traditionally reduced to the interconnected educational activities of a teacher and a student. This activity differs significantly from the professional activity of a future expert of any profile, saturated with a variety of different social interactions with other people, their associations and social institutions. However, in the educational process of most educational institutions, its social context is underestimated and is on the periphery of pedagogical tasks (Caraka, Lee, Kurniawan, Herliansyah, Kaban, Nasution, and Pardamean 2020).

In such conditions, the need for the educational practice of higher education is actualized in the active use of the educational potential of other social institutions that contribute to the formation of the necessary experience of social interaction in real conditions among students. The satisfaction of this need presupposes the search and substantiation of non-formal education new form productivity for students, which makes it possible to compensate for the deficit of purposeful preparation for social interaction in the traditional (formal) education of a university. Significant experience of social education of student youth, which is the object of our research, has been accumulated by non-profit youth organizations. The purpose of the study is to determine the optimal complexity and productivity of social interaction teaching methods for students at non-profit youth organizations (Cazorla Milla 2017; Chen *et al*. 2020).

RESEARCH METHODOLOGY AND METHODS

Studying the role of self-organization of social interaction process in the youth environment outside the framework of the traditionally formal institution of education is important not only for the educational function expansion to support the adaptation of university graduates in the social environment of professional activity, but also for choosing methodological approaches to the study and enrichment of the individual experience of social interaction as a complex, dynamic personality-activity neoplasm (Weber 1996; Caraka *et al*. 2019). The complex and chaotically forming experience of human

interactions in society rarely becomes the subject of psychological and pedagogical research due to these particular features. The fact is that most of the theories and concepts of social interaction were developed in the middle and the end of the last century (Isaev and Slobodchikov 2013). Their entire combination represents a huge methodological and intellectual potential for studying and enriching the individual experience of social interaction. However, this potential is not fully demanded due to the lack of a systematic methodology for studying this type of experience. The system-dialectical approach, which requires "due attention to the system dynamics of complex systems ... and an adequate connection in the concept of the structural and dynamic characteristic system" can contribute to overcoming the existing fragmentation and the fragmentation of the study results on the experience of social interaction of students (Kovalenko 2019).

The system-dialectical approach, which integrates the ideas of dialectics, system approach, and synergetic, was the basic methodological approach of the study. From his point of view, the experience of social interaction of a future expert - a university graduate is considered "as a mental trace of a person's practice in society, performing a meta-objective function in their life" (Fitzgerald and Shepherd 2018). The study of experience in the coordinates "activity" - "consciousness" - "personality" as their systemic, continuously changing product made it possible to determine the lines of its development: subjectivity, reflexivity, and co-existence.

These areas of social interaction experience enrichment among students were the theoretical basis for the choice of social learning forms and methods.

At different stages of the study, the following methods were used: scientific analysis of sources; pedagogical experience study; comparative analysis; classification (typology); content analysis (of the official websites of non-profit organizations). Also, we conducted a questionnaire survey (the sample of respondents - 307 people from the members of NPOs; expert interview (16 heads and leaders of non-profit organizations involved in social interaction organization of youth through non-formal education); mathematical processing of statistical data. The outcomes of the questionnaire survey among the participants of Russian non-profit organizations indicated a high level of their content with the procedure of activity in the organization.

Participatory pedagogy used in the survey is an approach in which a teacher and students become jointly responsible for the teaching-learning process and all grow together. In this situation, the teacher is no longer the only source of knowledge; rather he engages in dialogue with the students for mutual growth and development (Caraka *et al*. 2020).

RESULTS

The essence of the concept of "interaction" lies in its main semantic characteristics: "mutual", meaning reciprocity, interconnectedness, community and "action", meaning activity, in combination with the first semantic unit is a mutually directed action that requires some kind of mutual coordination of activity units and the activity itself. The founder of the theory of social action is M. Weber, who defined it by human action, consciously correlated with the actions of another person, and aimed at life problem solutions (Weber 1996).

According to Kovchina "the sign "social" reflects the totality of properties acquired as the result of social relations and joint activities of individuals (Kovchina and Ignatova 2014).

In psychology, activity is viewed as an integral set of actions subordinate to one goal. It is quite legitimate to consider social interaction, which, in contrast to interpersonal interaction, has a definite goal at the level of interconnected, coordinated, and mutually controlled activity. Reaching the level of a systemic understanding of social interaction as a joint activity of two or more people allows us to fully apply ideas, principles, and analytical tools in the process of its research based on system-wide patterns and integral qualities of complex objects. In the context of successive systemic world crisis pace acceleration, the deepening of the socio-economic and cultural-educational division of society, "the way of interaction becomes the key in provision the security of large and small systems" (Weber 1996).

The role of youth in social progress is great as the most active part of society, capable of being an actor of social changes and drivers within their social community. The younger generation must be purposefully prepared for this, also in the system of non-formal education at non-profit youth organizations (NPO), which is widely used as a mechanism for organizing social interaction between young people - conscious, informal, solidary, organized, and multilateral. The activity of student youth in non-profit organizations is a type of social practice that ensures the achievement of socially useful and personally acceptable goals. Bourdieu (1994) identified two types of social practices: epy practices aimed at social reality and everyday practice Transformation. Both types of social practices are characterized by a pronounced communicative character, highlighted in social action by Dart (2004). The productivity of social interaction largely depends on the communicative experience of an individual and the level of his mastery concerning modern communication methods. Novikov (2009) while identifying the frequency of social network use by youth non-profit organizations, referred them to the main marketing tool. The authors argue that social networks are becoming a full-fledged means of social interaction and require special attention as a communication environment with still emerging ethical and social norms.

The transformation of social reality has a creative direction, formulated by Fromm (2014) in the way of being - "to be", as opposed to "to have". The tendency noted by the author to materialize society, expressed in the desire of people for material abundance and domination over nature, unfortunately, manifests itself today in the form of the dominant way of life of the younger generation i.e. "to have". The problem of a person's choice concerning the leading mode of life from the category of worldview, is solved at the level of nuclear value-semantic substructures of the personality.

Socially significant joint activity presupposes a high level of subjectivity development among its participants, understood as over situational activity, self-determination, and self-government, the ability to resolve contradiction independently, and ensure the sustainability of productive activity in adverse conditions. Modern youth non-profit organizations should be considered as a new social movement capable of innovative breakthroughs in all spheres of public life (Isaev and Slobodchikov 2013). However, as the analysis of regional practice shows, the innovative nature of the activities of youth NPOs is often reduced to the search for funding for the development of specific projects according to the organization profile.

One of the tasks of optimizing the preparation of young people for social interaction was the comparative study of the applied forms and the methods of social education of young people in existing non-profit organizations in Russia and abroad.

The largest youth non-profit organizations dealing with the issues of non-formal education in the context of social interaction of youth organization at non-profit organizations are the following ones: Association of Trainers of the Russian Union of Youth (AT RSM), All-Russian movement "PRO Team" (Russia), College of Trainers named after Theodor Heuss (Germany), and Freechild Institute (USA). Analysis of information about the activities of these organizations showed that they have many years of experience in organizing events for teaching youth: the All-Russian forum of non-formal education "Education of the Future", held by AT RSM in December 2019 in Kazan, gathered over 900 representatives of various categories of youth, broadcasting the values of non-formal education on the following platforms: "Non-formal education in the educational institutions of higher education and professional educational organizations", "Non-formal education in the system of state youth policy", "Non-formal education in the field of additional education for children" and "Youth trainers, corporate trainers and the trainers of non-formal education" (Kovchina and 2014).

The Association of RSM Trainers was founded in 2012 and initially focused on student youth in its activities, but over time it has expanded its range of competencies and now works with various representatives of youth - pupils, students, and workers.

The school of student self-government and personal development "Progress", organized since 2009, is aimed at teaching students to organize communities and self-development through social design and non-formal education methods. The educational program is based on the individualization of the educational trajectory and the choice of personal tracks of the educational program. In the course of the school, the students and the activists of youth public organizations and student associations study the topics related to personal development, future competencies, and youth policy (Chen *et al*. 2020).

Collegium of trainers. T. Heuss supports young people who want to show activity and desire to change the world around them. They independently develop and implement projects, acquire associates, and the necessary experience of social interaction. A distinctive feature of the activities of German colleagues is a holistic approach to education - a holistic approach to studying the community as an indissoluble whole. In accordance with this approach, teaching is built not only in the classroom form, the emphasis in the development of the educational program is placed on the spiritual, physical, emotional and cognitive components of the educational content. The Freechild Institute has been operating since 2001 and is aimed to involve young people in social change. Educational activities, according to leaders, can encourage young people to feel more interested in their lives and demonstrate a more active role in society. The main form of non-formal education for the organization of social interaction is training sessions and coach sessions, during which the goal-setting of young people is formed concerning the inclusion of communities in the active (Cazorla Milla 2017).

Characterizing social interaction in NPOs, the following criteria (foundations) of their activity typology can be distinguished: the number of subjects - depending on the number of participants in social interaction (bilateral, tripartite or multilateral), the method of communication and transmission of knowledge may vary; by the level of organization - unorganized, spontaneous and organized; by the type of contacts, solidary, cooperating and opposing; by socio-psychological modality (emotional, volitional or intellectual interaction). Social interaction in an NPO is implemented in various forms and can be short-term or sustainable; private (without outsiders) or public; formal or informal; conscious or unconscious in terms of goals (Fromm 2014).

The study revealed that the studied non-profit organizations use various methods of social interaction (Table **1**).

The data presented indicate a multilateral and organized interaction, which is explained by the essence of non-profit public organization activities - uniting a group of citizens with similar interests. By the type of contacts, it is clear that all analyzed NPOs work on the principles of solidarization of social interaction contacts to achieve statutory goals and objectives; by the nature of the assessments, there is a differentiation - domestic organizations are based on the intellectual and emotional nature of the assessments by the members of NPOs (obtaining both knowledge and emotions), while in the German collegium named after T. Heuss, a volitional component of the assessment appears, along with the intellectual one which can be explained by the fact that the members of the organization assess social interaction not only from the standpoint of their own intellectual potential development, but also from the standpoint of individual

Table 1:   Comparative Data on the Characteristics of Social Interaction in the Studied Non-Profit Organizations

Criteria and forms of social interaction / Analyzed NPOs	AT RSM	#PRO TEAM	Collegium named after T. Heuss	Freechild Institute
Number of subjects	multi-subject	multi-subject	multi-subject	multi-subject
Organization level	organized	organized	organized	organized
Contact type	solidary	solidary	solidary	solidary
The nature of estimates	emotional, intellectual	emotional, intellectual	emotional, intellectual	volitional
Interaction period	short-term	short-term	stable	stable
Privacy/publicity	public	public	public	public
Formality/informality	informal	informal	informal	formal
Conscious/unconscious participation	unconscious	unconscious	conscious	conscious

volitional qualities development. The volitional nature of assessments is clearly traced in the activities of the Freechild Institute: within this organization, the main emphasis is on the formation of the awareness necessary for social problem solution.

There is also a discrepancy in terms of interaction - foreign organizations work for the long term, while domestic ones work to meet the needs of young people on the "here and now" principle, and often based on financial capabilities.

All analyzed organizations are open and organize the process of social interaction in public and, with the exception of the Freechild Institute, informally.

According to the criterion of awareness, one can notice a correlation with the nature of assessments - Russian organizations, receiving an emotional and intellectual assessment, have not formed a conscious participation in social interaction yet, while the colleagues from Germany and the United States characterize this process consciously (perhaps due to their mentality).

Based on these characteristics, we can conclude that the difference in the types of social interaction dictates a rational choice of methods and technologies of social learning within the non-profit organizations: each organization, achieving its statutory goals and objectives, selects the optimal forms and methods of non-formal education, preparing its participants, the members of NPOs, to be active in society.

The results of the study showed the ratio of educational forms and the methods used by non-profit organizations in the process of their participant preparation for the implementation of social projects.

Figure **1** presents the comparative data for the "Collegium named after T. Heuss" (Germany):

The Collegium named after Theodor Heuss is an international network of practitioners with 21 educational programs designed to unleash the potential of local communities in 24 countries. The main message of the organization is the postulate that every person can become an active citizen and defend his needs and rights, participate in the sustainable development of the communities in which they live. In this regard, it seems logical that the most widespread forms in the learning process within this organization were the following ones: training (an organized learning process that forms knowledge, skills and abilities, as well as social attitudes by means of analysis and conceptualization of personal life experience), facilitated discussion (a regulated and guided process of discussing a topic, after which the experience of agreeing opinions is formed) and an interactive lecture (the process of organizing relatively passive learning, mainly theoretical knowledge, built on the use of various forms of immersing the audience in an atmosphere of intellectual unity). These forms make it possible to establish the learning process on a subject-subject basis. The leaders of the college believe that the energy and motivation of the participants for active citizenship needs a framework for self-expression. The process of organizing training is based on a democratic approach - an active life position is fueled by one's own motivation. In addition, NPOs believe that successful self-realization and social interaction in the intercultural space need to develop creative thinking based on systemic knowledge and management experience.

The results of the questionnaire survey among the participants of Russian non-profit organizations showed a high level of their satisfaction with the process of
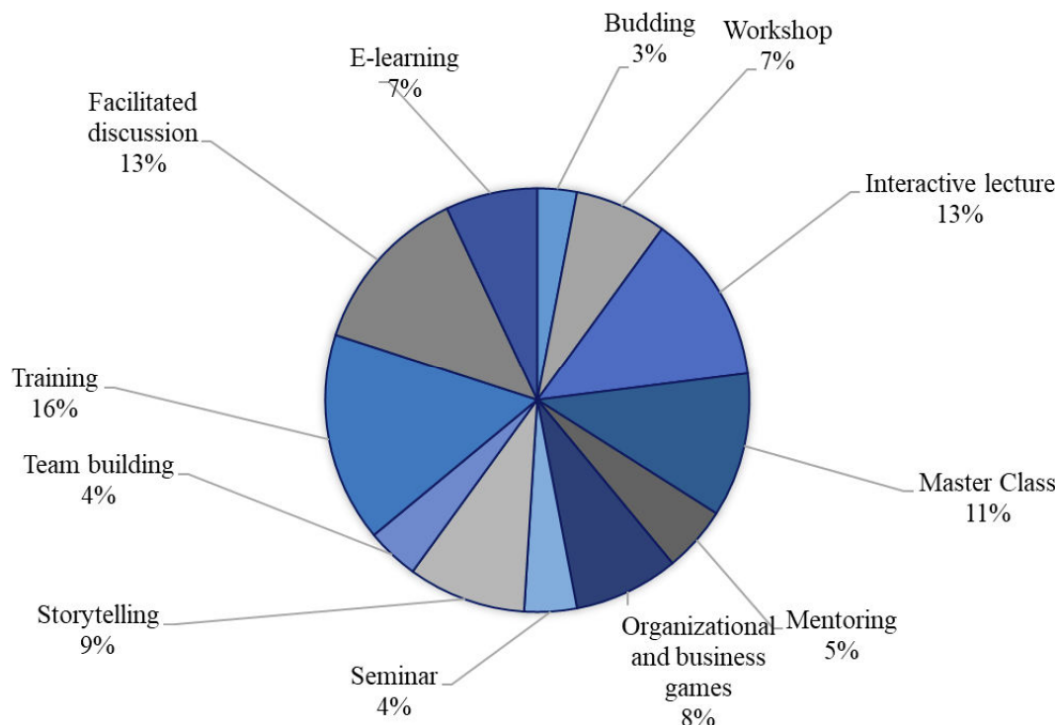
Figure 1: The diagram reflecting the ratio of forms and the methods of social education in the "Collegium named after T. Heuss" (Germany).

activity in the organization and with the results of social training (74.6% of respondents), and more than 50% noted positive changes in their readiness for social interaction at the level of a clearer awareness of socially significant tasks of work in non-profit organizations, the volume of knowledge, skills and ability increase in the field of management. However, a very small part (from 3% to 11%) of the respondents indicated the changes in the components of the worldview, reflective and regulatory activity experience. The data obtained indicate positive changes in the actual operational-activity components of social interaction experience without their further integration and concentration at the level of his personal substructures, which occurs predominantly in the process of social education, real immersion in socially significant and personally accepted activities.

Comparative data on the ratio of forms and methods of non-formal education for all studied non-profit organizations are presented in Table **2**.

According to the comparative results in terms of the form and the methods of social education, training and master classes are more often used in Russian and foreign organizations, while their share in Russian NPOs is significantly higher than among foreign colleagues. Budding, workshops, and storytelling are

much more often used in German and American organizations, but the very fact of their use in Russian organizations testifies to the organizers' desire to keep up with the times. An essential distinctive feature of social education in Russian NPOs is their focus on the transfer of ready-made knowledge and proven in practice, prescription recommendations that provide assistance in specific situations. Our Western colleagues are more focused on developing students' own knowledge and cognitive experience through independent decision-making and performing actions in specific situations of interaction.

The explanation for this, probably, lies in the plane of national educational system traditions. This difference is also reflected in the greater experience of organizing competence training abroad, aimed at the formation, improvement and development of the competence system of a participant, groups and organization. At the same time, the pedagogical technologies of their formation in the form adopted for Russian education are not entirely clear, although the general outline of learning fits into the cyclical model of the learning process, linking two pairs of binary oppositions: specific experience - abstract conceptualization and active experimentation - reflexive observation (Kovalenko 2019). At the same time, the formation of experience occurs without focusing on

Table 2: Comparative Data on the Ratio of Social Learning Forms and Methods in Non-Profit Organizations

Item №	Forms and methods of social learning	AT RSM	#PRO TEAM	Collegium named after T. Heuss	Freechild Institute
1	Budding	3%	3%	3%	11%
2	Workshop	3%	4%	7%	8%
3	Interactive lecture	8%	13%	13%	6%
4	Master Class	14%	11%	11%	8%
5	Mentoring	5%	7%	5%	4%
6	Organizational and business games	6%	8%	8%	7%
7	Seminar	8%	7%	4%	10%
8	Storytelling	6%	9%	9%	10%
9	Team building	7%	6%	4%	8%
10	Training	23%	23%	16%	12%
11	Facilitated discussion	9%	2%	13%	7%
12	E-learning	8%	7%	7%	9%

knowledge, skills, methods of action, which, in our view, constitute a specific educational result of particular competence development. The principle "here and now" operates, and the experience of students is formed and transformed on the basis of material analysis of a certain series of events and is discrete in nature. A common characteristic of non-formal education in all studied youth non-profit organizations is its focus on regional and specialized goals and objectives and the absence of a pedagogically grounded model of a systemically structured educational result of their social education among their participants.

CONCLUSION

In modern conditions, scientific interest in the problems of social interaction and preparation for it among the younger generation is growing. Despite the lack of a clear and well-grounded concept of social interaction in the fundamental science of man and society, the group and individual experience of social interaction, its formation, and enrichment, it becomes the subject of research among psychologists and teachers more and more often.

Non-formal education of student youth in youth non-profit organizations has a fairly high pedagogical potential in the formation and enrichment of social interaction experience among their participants in conditions of real socially significant and personally acceptable joint activities.

The Russian system of youth non-profit organizations is at the stage of formation and in many respects repeats the models and organization of Western European organization activities, including the implementation of social education, which carries the traditional characteristics of its national education system.

To optimize the preparation of student youth for active social interaction in non-formal education within the context of non-profit organizations, it is urgent to develop methodological and theoretical foundations of this process. It seems to be a promising trend of their research from the standpoint of a system-dialectical approach to enriching the experience of social interaction of a student, some results of the implementation of which are presented in this article.

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