

STRUCTURAL COMPONENTS OF SOCIAL SUBJECTIVITY OF MODERN STUDENT YOUTH: SUBJECT DISPOSITIONS AND INTERNAL QUALITIES

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Abstract: The article is devoted to the sociological conceptualization of the social subjectivity of modern student youth. It is noted that, firstly, the social subjectivity of student youth is not stable - it is constantly changing and needs systematic measurements. Secondly, social subjectivity is a complex structured phenomenon, therefore there is a need for relevant tools for its measurement, specification of structural components. Special attention is paid to the consideration of the structure of the social subjectivity of students, in particular, to the determination of the place and role of subject dispositions and internal qualities as its components. Social subjectivity is considered not so much from the point of view of real manifestations of activity (because real manifestations are agency), but rather from the point of view of the ability of an individual, social group, organization, etc. to manifest such activity, that is, the presence of certain subject properties that determine whether they will be able to be agents of social change, influence social processes and situations. The results of a study conducted with the participation of the authors are presented (512 students of Kharkiv universities were interviewed using the questionnaire method). According to the results of the research, it was concluded that the vast majority of students are carriers of important internal qualities, and the structure of social subjectivity of modern student youth includes such qualities as: responsibility; striving for self-development and self-realization; high self-esteem; pronounced leadership qualities; the ability to self-regulate. In addition, for a student with a high level of social subjectivity, the constant acquisition of new knowledge and the expansion of the number of personal contacts are valuable.

Keywords: student youth; social agency; social subjectivity; social changes; internality; externality; social subject; disposition.

1 Introduction

Regardless of the vector of society's development, the focus of attention of sociologists has always been on certain social groups, since they are the "engines" of social development and bearers of social change. Social groups, being in the social space that is actively changing, themselves are also constantly changing, transforming, acquiring new features and characteristics. From a sociological point of view, it is important to identify those characteristics that determine the activity potential of these groups, that is, their ability to influence the environment, purposefully (or arbitrarily) change the social space. Classics and contemporaries of sociological thought have always insisted and continue to insist that the most progressive and innovative part of any society (state) is the youth. Hypothetically, namely student youth have powerful intellectual capital, represent the most flexible, mobile, innovation-tolerant social group, have extremely high activity potential and can become real agents of social change. However, whether the activity potential will be realized and whether, indeed, the student community will become a real agent of social change - these are the main questions that require sociological understanding and empirically based answers.

The theoretical and methodological foundations of the study of the phenomenon of social subjectivity were laid within the framework of the subject-activity approach in psychological science. The founder of this approach is the world-famous psychologist S. Rubinstein, who first presented his ideas in 1922 in the article "Principles of Creative Self-Activity" [30, p. 97].

Mentions of social subjectivity can be found in the works of such famous scientists as J. Alexander, Z. Bauman, P. Bourdieu, M. Weber, E. Giddens, R. Collins, C. Cooley, J. G. Mead, Yu. Habermas, P. Stompka, and others [1; 10; 11; 12; 29; 35; 36]. Such active attention of representatives of the scientific community to the issue of subjectivity of individuals and groups, among other things, is connected with the fact that the meaning that is embedded in the very concept of subjectivity reflects the

key idea of sociology as a science of social interaction and its role in society' dynamics.

Since the 1980s, thanks to such scientists as M. Karvat, V. Lukov, V. Milyanovskiy, O. Yakuba, and others, the concept of subjectivity has taken hold in the sociology of youth and has entered the circle of basic concepts used to describe youth as of a special social group, to explain its specific function in society [17; 18, 23; 40].

In modern scientific literature, the term "subjectivity" appears as an interdisciplinary one. This term is most actively used in scientific works of representatives of pedagogical, psychological, and sociological sciences.

From the standpoint of pedagogical science, scientists such as N. Aristova, A. Bekirova, T. Kolodko, T. Mazur, L. Novyk, O. Sergeenkova, O. Stolyarchuk, and others studied personal factors of subject activity of the future specialist (social worker, philologist, pedagogue, foreign language teacher, etc.) [2; 8; 19; 27; 31]. Y. Hryshchenko examines the phenomenon of student subjectivity through the prism of Polish pedagogical thought [16, p. 19].

Within the framework of modern psychology, subjectivity is studied by such scientists as I. Bech, T. Gurleva, D. Meshcheryakov, I. Nesterova, V. Yamnytskyi, and others [7; 14; 24; 26; 41]. Specifically, attention is mainly focused on the features of subject-subject interaction (participants in the educational process, users of social networks, etc.), on the conditions and factors of the development of subjectivity in the context of strengthening social responsibility and life-creating activity, on the relationship between subjectivity and self-awareness of the individual.

Representatives of sociological science investigate subjectivity mainly as a characteristic of one or another social group, in connection with which the concept of "social subjectivity" is developed and used. The problems of social subjectivity as such and the social subjectivity of student youth are considered in the scientific works of such modern sociologists as V. Bakirov, O. Balakireva, O. Bezrukova, E. Holovakha, O. Zlobina, O. Kuz, R. Levin, M. Pryshchak, I. Rushchenko, L. Sokuryanska, Yu. Tikhonovych, Ya. Farina, N. Shmatko, V. Yadov, and others [4; 5; 6; 9; 13; 15; 20; 32; 42; 43].

The analysis of special scientific literature allows drawing the following conclusions, which reveal the prospects for scientific research into the social subjectivity of student youth: firstly, the social subjectivity of student youth is not stable, it is constantly changing and requires systematic measurements (since students as a social group never has a constant composition, and this group is characterized by extremely high dynamics); secondly, social subjectivity is a complexly structured phenomenon, and, therefore, it requires the search for relevant measurement tools, the use of which would make it possible to create the most accurate picture of its (social subjectivity) manifestations and structural components.

In view of the above, the purpose of this article is to conceptualize the social subjectivity of modern student youth, to determine the place and role of subject dispositions and internal qualities in the structure of its components (according to the results of a sociological survey of students in Kharkiv).

2 Method

The theoretical basis of the research is the sociology of youth, the sociology of social security, as well as the non-classical sociological concept of the vitality of a person, his individual and social subjectivity. The methodological basis of the research consists of structural-functional, systemic, and axiological approaches. The systematic approach made it possible to identify the structural components of the social activity of the individual,

to reveal the relationship between them. The structural-functional approach was used in the process of studying the structure, functions, types, forms, technologies for managing the motivation of student youth. The use of these approaches made it possible to identify the main elements of managing the social activity of student youth, to identify the relationship between the functions, technologies for managing social activity, types and forms of social activity of students, and the effectiveness of managing the formation of social activity of university students. Within the framework of the axiological approach, the value representations of young people that influence the level of social activity of student youth were comprehended.

3 Results and Discussion

In order to conceptualize such a concept as social subjectivity, applying it in relation to student youth, attention should be paid to the scientific work of Ukrainian sociologist L. Sokuryanska. She defines social subjectivity as the ability to show independent initiative in society, due to the presence of a specific goal, appropriate motivation, a developed mechanism of self-regulation, awareness of one's role and responsibility, as well as the presence of a conscious positive life strategy [33, p. 40; 34, p. 51].

L. Sokuryanska also focuses on the fact that a social subject (be it an individual or a social group) "...in one area of society's life activity can be characterized only by dispositional subjectivity (for example, studentship - in the professional field), and in another - by actualized subjectivity (for example, studentship - in the educational field). Therefore, social subjectivity is defined as a dynamic characteristic of an individual and/or social group, which has a high internal transformational potential" [33, p. 41].

Social subjectivity, as a property of a social subject, is the most important criterion of its social maturity. In addition, it is important to pay attention to such a component as subject disposition, which, in fact, turns out to be only a "possible" subjectivity, confirming the activity of the course of social maturation of an individual (group, community) [39, p. 16].

The analysis of the scientific works of V. Bakirov, O. Kutsenko, L. Sokuryanska, O. Yakuba, and others shows that the concept of social subjectivity is inextricably linked with the concept of social activity [4, p. 77; 21, p. 30; 34, p. 51; 38, p. 20]. Modern society requires high activity from its members, participation in social relations, constant interaction with other people, inclusion in social groups and organizations. The participation of citizens in the life of society (the state), the implementation of certain social initiatives, the desire to implement plans for the future, meeting needs - all this leads to the manifestation of social leadership, the establishment of civic, volunteer, and other organizations, to new forms of social activity.

Scientific interpretations of the phenomenon of a socially active individual and/or social group differed significantly depending on the time period of its study. Various studies have analyzed the signs of social activity, as well as the motives that guide an individual in his social activity. O. Yakuba defines social activity as one of the characteristics of the way of life of a social subject (individual, social group, organization, etc.), which reflects the level of orientation of his abilities, skills, aspirations, concentration of willpower, creative efforts on the realization of urgent needs, interests, goals, ideals [38, p. 20]. Let us emphasize that, among other things, social activity is a condition for self-determination of a person in society. The social activity of a social group, in fact, indicates the level and nature of social subjectivity, the forms in which strategies of social inclusion and participation in social processes or social exclusion, social apathy, alienation, etc. are implemented.

The concept of "social subjectivity of youth" deserves special attention, because namely the representatives of the younger generation are the most active in choosing certain life strategy trajectories, are flexible under the influence of social transformations, easily adapt to changes, are open to innovation, and, therefore, themselves are capable of provoking changes and

innovations. Referring to the scientific work of L. Sokuryanska, in the framework of this article we interpret the social subjectivity of student youth as the ability to show independent initiative in society, conditioned by the presence of a specific goal, appropriate motivation, a developed mechanism of self-regulation, awareness of one's role and responsibility [34, p. 101].

Taking into account the key characteristics of the subject of activity, the following can be distinguished: 1) the desire for change/transformation of the society in which he (the subject) is located; 2) the opportunity to act. That is, an individual or a social group (community, organization, etc.) can act as a progressive subject of activity only if he/she not only wants to, but also can act.

Personality properties that are subjective include the ability to take responsibility for own actions and their consequences, the ability to make decisions based on own logical conclusions and experience, the ability to self-regulate and set goals, the ability to act responsibly and decisively, as well as high activity, the ability to form motivation.

Regarding the social subjectivity of student youth, it should be noted that it manifests itself primarily in educational and professional activities. Formation of an impression of the level of subjectivity of students is allowed by their attitude to study and their own professional future, desire for self-improvement, involvement in various forms of extracurricular activity (student self-government, volunteering, charity, etc.).

Students, like any other social group, have their own characteristics, which are manifested in the nature of behavior, organization of life, lifestyle, psychological traits, performed social roles. The dominant occupation for a student is the acquisition and accumulation of knowledge, preparation for future professional activity in the chosen specialty. Extracurricular activities of students contribute to the formation of leadership qualities, and leadership, in turn, becomes a guarantee of social activity [34, p. 77]. The role of a higher education institution in shaping a student's active life position is to provide him with the opportunity for self-realization and self-development, to cultivate willpower and discipline, to instill and consolidate universal human values.

A student's social subjectivity is such a property of his personality, thanks to which he can be included in certain social processes, influence the situation and environment. This property is manifested in the presence of a high level of self-awareness and responsibility, motivation for active activities, aspirations and goals, openness to social contacts, entrepreneurship, emotional involvement, reflexivity, initiative [34, pp. 43-44].

The analysis of special sociological literature shows that Ukrainian sociologists (O. Zlobina, L. Sokuryanska, etc.) persistently suggest distinguishing the concepts of social subjectivity and social agency, social subject and social agent, while many other scientists (R. Collins, P. Stompka, etc.) use these terms as synonyms. O. Zlobina suggests that this may be related to the "post-subject stage" of Western sociology and, as a result, the focus on "deconstruction of the subject". In turn, sociological science in the countries that were formed after the collapse of the Soviet Union is still at the "pre-subject stage", so here the term "subject" still retains its conceptual meaning [43, p. 10].

According to P. Bourdieu, the distinction between the terms "subject" and "agent" is of a fundamental nature, since the subject is controlled by the social structure (it acts exclusively according to the rules established by social institutions), that is why the subject as such cannot bring social changes. Instead, social agents are individuals and groups who are able to "play not by the rules", able to introduce their own 'rules of the game' and promote these rules in society. Free actions of agents lead to the fact that they (often unconsciously) reproduce the social structure [44, p. 133].

Despite this, according to L. Sokuranska, the use of the term “subject” is more correct in those cases when society is in the stage of social transformation, when the rules and social roles regulated by social institutions lose clear outlines, “...they rather have some roughly planned strokes” [33, p. 37]. O. Zlobina writes about the same thing, noting that in the conditions of “unstable institutionalization” some subjects (in particular, public activists, civil organizations) are quite capable of taking actions that can cause social changes. The researcher emphasizes that “...their motivation will be partially immersed in private motives and intentions, but under the conditions of loss of permanent normative regulation, the new practices produced by them will have a noticeable social resonance” [44, p. 134].

In this article, we adhere to the conclusions of L. Sokuryanska, considering social subjectivity not so much from the point of view of real manifestations of activity (because real manifestations are actually agency), but rather the point of view of the ability of an individual, social group, organization, etc. to manifest such activity, that is, the presence of certain subject properties that determine whether they will be able to be agents of social change, influence social processes and situations.

Social subjectivity has a complex structure, in which L. Sokuryanska singled out the following elements [34, p. 110]:

- Dispositional subjectivity (or subject dispositions) as the propensity of an individual, social group, organization, etc. to independent and responsible social activity, which is reflected in the appropriate system of values and value orientations, as well as attitudes to the implementation of a life strategy of self-realization;
- Actualized subjectivity, which, including subject disposition, necessarily implies a certain level of preparedness for the implementation of a life strategy of self-realization (appropriate education, skills and abilities of professional, political, etc. activity) and active, independent, creative, responsible activity in one or another field.

Thus, when studying the structure of the social subjectivity of a student or student youth in general, special attention should be paid namely to the disposition. After all, the specificity of the student community as a social group is that its representatives are in the so-called “transitional social status”, most of them do not yet have their own family, their own profession, their own economic wealth, most of them are in an active stage of socialization, and therefore, when studying the social subjectivity of students as a special social group, we mean, first of all, the determination of its potential as a (possible) agent of social change. From the point of view of age psychology, in student age, the features of the inner world and self-awareness change, mental processes and personality properties evolve and are restructured, and the emotional and volitional system of life changes. The main development in a student is the awareness of himself as a subject of activity; therefore, he should be interested in personal development and self-improvement [37].

So, the subject properties that testify to the presence/absence of such a potential are certain dispositions (such as the subject's readiness, inclination to a certain behavioral act, action, deed, in a certain sequence of them), as well as abilities (to implement a life strategy of self-realization). We already wrote above that such abilities are the following: to take responsibility for one's own actions and their consequences; make decisions based on own logical conclusions and experience; self-regulation and goal setting; determination; high activity; the ability to form motivation.

In addition to the above, the social subjectivity of student youth is manifested, first of all, in the following: attitude to learning and own professional future, striving for self-improvement, involvement in various forms of extracurricular activity (student self-government, volunteering, charity, etc.).

We draw special attention to the fact that the developed (expressive) social subjectivity of the student integrates a

number of dispositions that correspond to the internal type of personality: responsibility and activity; academic success; emotional stability; internal motivation; consistency in behavior; perseverance and determination; self-confidence; clarity of awareness of meaning and purpose in life; awareness of the distant and near perspective of development [37].

The modern information society is highly dynamic, it is in a state of constant changes, the birth of new and the death of old processes, forms, and mechanisms of social interaction. Such a state of permanent variability, chaos is completely natural. Despite the fact that over the time it becomes is more difficult to forecast the social future, such forecasting is necessary. Currently, it is impossible, based on past and present events, to predict what will happen in the future. However, in part, such prediction (as the definition of a certain spectrum of vectors for the unfolding of events in society) is made possible on the basis of the analysis of the dynamics of social attitudes of the population, its social characteristics, real behavioral manifestations and dispositions. Particular attention should be paid to the analysis of dispositions, since dispositions contain the potential for certain actions and deeds. Dispositions were studied by such sociologists as E. Holovakha, O. Zlobina, N. Panina, V. Tikhonovych, N. Shmatko, V. Yadov, and others [15; 20; 32; 42]. The works of these scientists are important for the development of ideas about dispositions as latent substructures of social action. However, it should be noted that the studies of these scientists, as a rule, cover the entire adult population. Against this background, the need for research, the results of which could “reveal” dispositional features and differences in various social groups and communities, is becoming urgent.

The concept of disposition has a psychological origin (H. Allport, V. Stern, etc.) and has firmly established itself, since namely dispositions, along with motives, value orientations and meanings, constitute the latent substructure of social (inter)action. Dispositional complexes, as sets of tendencies to a certain reaction to the environment, are formed by numerous personality traits.

From a sociological point of view, almost all characteristics, traits, and qualities of an individual are formed by the environment. Congenital traits and qualities are single, therefore the basis of social action is precisely the acquired characteristics of the individual. One of such complex characteristics is locus of control. The first and most famous researcher of the locus of control is the psychologist J. Rotter, who proposed a scale for its measurement. Modern sociologists have adapted this scale for the purposes of sociological research and actively use its various variations as a data collection tool (E. Holovakha, O. Zlobina, N. Panina and others) [15, p. 160; 42, p. 70; 43, p. 11].

As it is known, there are two polar loci of control, represented by different dispositions, and at the same time two types of personalities: “externals” (external locus of control) - people who believe that the events that happen to them are the result of the action of external forces, case, circumstances, other people; “internals” (internal locus of control) - individuals who interpret significant events in their lives as the result of their own efforts. The problem of externality/internality in sociology is raised when it comes to determining the prospects for the development of society [43, p. 15]. Scientists write that when the processes of chaos prevail in society, the vectors of its development are determined by the qualities of its members, which is why the measurement of externality/internality becomes meaningful. Sociologists note that for the successful development of society in a positive way, it is necessary that there should be at least 30% of “internals” [15, p. 33]. In Ukraine, this percentage is still lower than the required minimum, although certain positive dynamics are observed: in 2009-2012, “internals” were about 15%; according to the latest monitoring conducted by the Institute of Sociology of the National Academy of Sciences of Ukraine, it is already about 25% [29, p. 77].

Researchers note that there are more “internals” among young people than among the older generation. Such conclusions were drawn back in 1992, as a result of the analysis of data on the

prevalence of the internal position among representatives of different age groups (Ukraine, April 1992): “externals” among people aged 55 and over constituted 68%, among people aged 31-55 - 56%, among young people aged 18-30, “externals” constituted less than half - 45%. There was also a trend of increasing internalization in connection with decreasing age (from 15% of internalizations among the elderly to 25% among the young) [15, p. 130]. According to the results of a study conducted in the city of Zaporizhzhia in September-October 2013, among the adult population based on a representative sample (n=700) dedicated to measuring the level of responsibility of respondents for the state of affairs in the country and in the city, it can be concluded that young people feel more responsible than older people [9, p. 90].

Modern Ukrainian society is in a state of systemic crisis caused by the war with Russia. There is no doubt that this war will end with the victory of Ukraine, however, with the end of the war, unfortunately, the crisis will not pass by itself, it will be necessary to come out of it together. The way out of the crisis depends on whether the citizens of Ukraine will be able to take responsibility for it, or whether they will rely solely on the government. The ability to take responsibility is a sign of internality. When determining the share of “internals” among modern student youth (as a social group that determines the future of the country), it is important to find answers to the following questions: 1. What is the degree and breadth of the respondents' range of responsibility (researchers claim that “internals” - people with an internal locus - are two times more likely to be socially responsible than “externals”, that is, people with an external locus of control [9, p. 87])? 2. What is the share of “innovators” among the respondents and, accordingly, what is the percentage of “driven”? 3. To what extent are respondents tolerant of those “unlike” them (tolerance is a sign of “internality”)?

These and a number of other (related) questions formed the basis of the research project “Socio-cultural portrait of a modern student”, implemented with the active participation of individual authors of this article. The project had a complex structure and included tasks related to the study of not only the social subjectivity of student youth, but also their cultural capital (the results were already presented by us on the pages of this magazine [25; p. 160]), as well as the practices of social activity in the Internet and in social networks (results will be presented in our future articles).

Using the questionnaire method, 512 students of the city of Kharkiv who study at various courses and faculties, mostly in state universities, were interviewed (the exception was the students of Kharkiv Humanitarian University “National Ukrainian Academy”, as a private institution of higher education).¹ All students were conventionally divided into those who study in specialties related to: 1) social, humanitarian, and behavioral sciences, as well as art (19.9%); 2) mathematics and mechanics (17.2%); 3) computer technologies, informatics and programming (19.3%); 4) medicine and pharmacology (19.7%); 5) agricultural sciences, forestry and agriculture (19.3%). The gender distribution is relatively even: 49.1% are men; 50.9% are women.

The level of material well-being (according to the self-assessment scale) in most of the respondents can be estimated as

average: 50.41% said that they generally have enough money, but purchasing durable goods (branded mobile phones, etc.) is difficult. The extreme positions characterizing the interviewees as low-income and high-income are represented by approximately the same percentages (13.78 and 14.11%, respectively).

As we wrote above, important indicators of a student's social subjectivity, a responsible attitude towards fulfilling his social role, are indicators of academic success. Therefore, a question was included in the questionnaire, which provided clarification regarding which grades (on the national scale: “unsatisfactory”; “satisfactory”; “good”; “excellent”) prevail in the respondent's record book. As a result, the following picture emerged: 24.98% of students noted that they study mostly “excellently”; 56.79% of students noted that they have “good” grades; 18.23% of respondents noted that they mostly have “satisfactory” and/or “unsatisfactory” grades. Thus, we see that the vast majority of students take a responsible approach to learning, which is reflected in relatively high academic success rates.

At the stage of preliminary analysis of the problem, relying on scientific sources, we concluded that internality as a complex characteristic of the individual is operationalized through the detection of: a) a high level and a wide range of responsibility; b) orientation towards independent decision-making; c) positive self-esteem (that is, self-esteem as a decent, kind, sensitive, etc. person); d) high level of tolerance; e) a careful attitude to own health and a tendency to associate the causes of ailments with own “flaws”.

The research toolkit included a number of questions related to respondents' responsibilities in various spheres of life. The vast majority of surveyed students (87.01%) feel their own responsibility for the events taking place in their personal lives. The sphere of responsibility of the majority goes beyond personal life, namely: 86.13% of respondents feel responsible for the events that take place in their family; 75.06% – for events that occur in the lives of their friends. The percentage of students who are attentive to others (64.20% of respondents) is also quite high. And here we can see rather large difference between responsibility at the micro and macro levels. After all, 25.77% of respondents feel responsible for the events in the country. Summarizing, we can say that the level of responsibility of the vast majority of surveyed students is quite high, but the circle of responsibility of the majority is limited mainly to family and friends. And yet, the data indicate the presence of a sign of internality, which is found at the level of the vast majority of surveyed students.

It should be noted that a little more than half of the students believe that they are influenced by others only sometimes (55.02%), about a third (28.97%) of the surveyed students consider themselves to be completely “impervious” to other people's influence. And only 6.11% of respondents admit that they are extremely susceptible to the influence of others. A low degree of susceptibility to external influence testifies to the benefit of internality.

Having analyzed the respondents' self-evaluation, it is worth noting the predominance of positive self-evaluations in the vast majority of cases. The results of the survey show that 83.31% of respondents consider themselves honest and decent, 74.16% of respondents consider themselves highly cultured individuals, 70.38% and 64.81% consider themselves disciplined and hardworking, respectively.

About half of respondents believe that they have the inherent desire to stand out, and 52.33% are confident in their leadership qualities.

A certain sign of social subjectivity is the desire of the vast majority of respondents to obtain new knowledge and self-realization (76.44% and 75.02%, respectively).

The tolerance of the majority is manifested in the level of attitude towards people of a different nationality (61.85%) and a

¹ The main set of data (n=392) was collected in 2017. In order to “repair” the sample and increase the accuracy of the research results in 2019, this set was supplemented with respondents representing agricultural and agrarian specialties, as well as balanced by gender. As a result, the array was n=512. The sample is multi-stage, quota-type (quotas by gender and specialty profile), is representative of the general population of 171.3 thousand (students in the city of Kharkiv in the 2016-2017 academic year) and 154.8 thousand (students in the city of Kharkiv in the 2019-2020 academic year year); error - 4.8%; reliability - 95%.

The list of universities whose students acted as respondents:
National Pharmaceutical University;
Kharkiv Humanitarian University “People's Ukrainian Academy”;
Kharkiv National University named after V.N. Carazine;
Kharkiv National University of Radio Electronics;
Kharkiv National University of Agriculture named after P. Vasylenko;
Semyon Kuznets Kharkiv National University of Economics;
Kharkiv National Agrarian University named after V.V. Dokuchaev (2019)

different religion (61.05%). Loyal attitude towards people of non-traditional sexual orientation is observed in 37.42% of respondents. As we can see, despite the seemingly good indicators of tolerance of students in general, the percentage of those who are not tolerant of "others", "different", "dissimilar" remains quite high.

It is noteworthy that the vast majority of respondents take care of their health (88.12%). At the same time, more than a quarter of the surveyed students (25.84%) emphasized that the cause of the disease is their own inattention to their health, which is a sign of internality. Also, more than half of respondents (65.23%) explain their ailments with seasonal epidemics, 21.99% see the cause of diseases in bad ecology, and 20.58% - in stressful and negative psychological state.²

Our study involved a correlational analysis. We assumed that the personal characteristics of respondents may be related to their academic performance (students with high and low performance indicators, as a rule, are carriers of different sets of personal qualities). As a result, we indeed found a moderate relationship between academic performance and discipline ($T=0.3$; $T_c=0.3$)³, as well as a relationship between academic performance and care for own health ($T=0.35$; $T_c=0.4$). Characterizing this connection in more detail, let us clarify that students who have higher academic success rates tend to rate themselves as disciplined and also pay more attention to their health.

We managed to find the most pronounced connections between: a) respondents' opinion of themselves as a good, kind person and their concern for their health ($T=0.4$; $T_c=0.4$); b) desire to stand out and willingness to take risks ($T=0.35$; $T_c=0.35$); c) the desire to stand out and the desire to be a leader ($T=0.44$; $T_c=0.44$). It should be noted that in all cases it is about direct dependence, namely: respondents who tend to evaluate themselves as a good and decent person are more likely to monitor their own health; the more respondents are confident in their positive human qualities, the more they want to stand out and strive for leadership.

Our correlation analysis allowed us to come to the conclusion that academic performance indicators are obviously an important differentiating parameter, which, among other things, indicates a responsible attitude towards the fulfillment of the student's social role (which, in turn, is a sign of internality). On this basis, we decided to conduct a comparative analysis of respondents' answers depending on their academic performance. According to the scale of academic performance of the respondents, we built filters, with the help of which students were differentiated into two polar groups: 1) with mostly "excellent" performance; 2) with "satisfactory" and "unsatisfactory" academic performance. The conducted comparative analysis showed that the answers of the respondents regarding different groups are significantly different - first of all, according to the degree of discipline, diligence, care for health, honesty and decency.

Among students who indicated that the majority of their grades are "satisfactory", 51.94% see the causes of their illnesses in external factors, while among students who have more "excellent" grades, only 18.25% hold this opinion, and the majority, nevertheless, tend to see the cause of diseases in their own inattention, the presence of chronic ailments, etc.

We also found that students who have more "excellent" grades are partly characterized by discipline in 5.17% of cases, for 35.07% it is rather characteristic and for 47.85% it is completely characteristic. In turn, for 16.31% of students who have the majority of "satisfactory" and "unsatisfactory" grades, discipline is characteristic only partially, rather characteristic for 36.46% and completely characteristic for 22.87%.

² This feature was measured using a nominal scale with compatible alternatives (that is, respondents had the opportunity to choose up to 3 answer options), so the total number of answers exceeds 100%.

³ T and T_c are, respectively, the Chuprov and Kramer coefficients, which show the strength of the connection between the features. These coefficients can vary from 0 to 1. The closer the numerical value of the coefficient is to 0, the weaker the connection. The closer the numerical value of the coefficient is to 1, the stronger the connection.

If to talk about the desire to stand out, it is partly inherent (27.31%) and fully inherent (22.79%) for students with a greater number of "excellent" grades. For students who have the majority of "satisfactory" and "unsatisfactory" grades, the desire to stand out is partially inherent in 9.50% of cases and fully inherent in 5.39% of cases.

Considering such a characteristic as the desire to be a leader, it is worth paying attention to the fact that this quality is inherent in 59.12% of respondents who have the majority of "excellent" grades, and among students who have the majority of "satisfactory" and "unsatisfactory" grades, the percentage of those who aspire to be a leader equals 45.88%.

We would also like to note the difference in the desire to gain new knowledge. Among students who have more "excellent" grades, there are almost 17% more of those who seek to gain new knowledge than among students who have more "satisfactory" grades (77.11 and 60.12%, respectively).

The desire for self-realization is rather inherent and fully inherent, respectively, for 21.15% and 58.91% of students who have the majority of "excellent" grades. Among students who have the majority of "satisfactory" and "unsatisfactory" grades, the desire for self-realization is more likely inherent in 38.99% and fully inherent in 33.82%.

Students who have the majority of "excellent" grades generally tend to characterize their own culture of behavior as "high" (74.68%), which is almost 40% higher than the similar indicator among students who have the majority of "satisfactory" and "unsatisfactory" grades. We can assume that such a difference is related to the fact that those who have mostly excellent grades are characterized by discipline, including at the level of compliance with cultural norms and rules of behavior. It can also be assumed that such qualities as honesty and decency are related to this, because according to the results of our survey, they are characteristic of 91.25% of "excellent" students and 58.12% of students who have more "satisfactory" and "unsatisfactory" grades. That is, the former are significantly more likely to consider themselves honest and decent than the latter (the difference is 33.13%).

In general, it can be concluded that students with high academic performance are more eager for new knowledge, are more inclined to consider themselves honest, moral, disciplined, highly cultured than students with low academic performance. It is also obvious that most of the students we interviewed are internals rather than externals. The support for this conclusion is evidenced by the positive self-assessment of the majority, the assessment by the majority of themselves as those who are not subject to manipulation, are guided by their own opinion, as well as the high level of responsibility of students for matters that occur in their personal lives and in various circles of communication (family, friends). Among all personal qualities and indicators that testify in favor of internality, tolerance is the weakest.

In order to verify the correctness of the above conclusion, we resorted to the factor analysis procedure. Using the Varimax method with rotation, 11 factor columns were constructed based on a fairly wide range of features that characterize internality to one degree or another. Only four of them had a significant variance. These 4 columns-factors became the object of our research attention. But we were most interested in one of these factor columns - the one in which the highest factor loadings were observed in the signs reflecting the level of responsibility of the respondents (because, as O. Bezrukova already quoted in this article proved, namely the level of responsibility is the key parameter that determines internality/externality). We ranked factor loads and as a result obtained the following picture: 1) responsibility for events in the country (0.471); 2) course of study (-0.421); 3) responsibility for own health (0.410); 4) responsibility for friends and relatives (0.382); 5) responsibility for events in the family (0.361); 6) responsibility for events in personal life (0.270).

All other signs that made up this factor column had very weak loadings. The above-mentioned signs are most closely correlated with each other. It is interesting that according to the obtained results, such a feature as "training course" is inversely correlated with all other five features in the list presented above. In essence, this means that senior students tend to underestimate their level of responsibility for events in the family, country, personal life, as well as for their own health. We did not formulate a corresponding hypothesis, but if we did, we would expect to get the opposite picture: the older the student is, the more mature his personality is, and personality maturity is known to imply a higher level of responsibility. However, we observe a different picture, which may be a consequence of the fact that our signs are, after all, signs of self-esteem. Perhaps, due to their "young" age, junior students are still in a state of, so to speak, "youthful maximalism", when, against the background of little life experience, any problems seem quite suitable for solving. More experienced senior students tend to more objectively assess their opportunities to influence the environment, they understand the objectively existing limitations of these opportunities, therefore they assess their level of responsibility more "carefully".

Despite the fact that the results of the factor analysis turned out to be quite interesting, and some even unexpected, they still did not fully satisfy our research goal. In this regard, we attempted to conduct a cluster analysis, taking into account the results of the factor analysis. With the help of filters, we differentiated all respondents into two clusters: 1) "internals" - respondents with the most pronounced internal qualities (24% of respondents satisfied the filter); 2) "all others" (76%). With the connection of each filter, we performed univariate distribution procedures for all the features included in the research toolkit, after which a comparative analysis was performed for each group.

According to the obtained data, 38.52% of respondents with pronounced internality consider themselves to be completely not influenced by others, and 38.77% believe that they are influenced only sometimes. Among "all others", these are 26.97% and 58.89%, respectively.

A high level of discipline is characteristic of 75.76% of "internals" and 68.87% of "all others".

74.15% and 68.51% of "internals" and "all others" have high self-assessments of independence of judgment, respectively.

It is noteworthy that the respondents with a pronounced internality to a greater extent are characterized by the desire to be a leader (64.21%) and the desire to acquire new knowledge (87.19%) than "all others" (45.81% and 71.99%, respectively).

Also, "internals" highly rated their hard work (83.11% describe themselves as hardworking people, in contrast to 58.79% - among "all others").

The desire for self-realization and the desire to stand out are also more characteristic of "internals" (81.11% and 55.13%, respectively, compared to 72.72% and 48.52% among "all others").

An important indicator of internality, as well as subjectivity, is a tolerant attitude towards others who are "different", "other". Thus, 71.12% of "internals" have a tolerant attitude towards people of another nationality, 68.77% - towards people of a different religion. Among "all others", these indicators are 59.11% and 58.88%, respectively. It is also interesting to note that in both of the groups we selected, there is a noticeably low level of tolerance towards people of non-traditional sexual orientation: 39.78% of tolerant "internals" and 36.15% of tolerant "all others".

78.14% of "internals", compared to 59.97% of "all others", consider themselves attentive to others.

87.23% of "internals", compared to 62.11% of "all others", constantly strive to find new information.

The high self-esteem of respondents in both groups is evidenced by the opinion of themselves as a good person: 94.35% for "internals" and 94.21% for "all others".

"Internals" to a greater extent consider themselves successful people - 85.17% against 71.22% of such among "all others", although it should be noted that in both cases we see quite high percentages.

"Internals" are more likely to consider themselves people with leadership qualities - 85.55% (compared to 70.15% of such among "all others").

In general, although our comparative analysis has shown certain differences between "internals" and "all others", these differences are not cardinal or striking. In our opinion, this situation is due to the fact that the filter, with which we separated pronounced internals from the rest of the students, was built only for those respondents who are characterized by the highest self-evaluations in absolutely all the characteristics that made up the factor specified by us as key according to the results of the factor analysis (responsibility for events in the country, in personal life, for events in the family and responsibility for friends and relatives, etc.). At the same time, respondents who had a self-esteem lower than "4" (on a 6-point scale) for at least one of these characteristics, or who hesitated to give an exact answer, according to the filter condition, were automatically excluded from the group of pronounced internals and, accordingly, were included in the "all others" group. Although this did not mean that among "all others" there are no carriers of internal qualities, however, unfortunately, the objective limitations associated with the peculiarities of the mathematical algorithms of factor and cluster analysis did not allow us to build a more relevant cluster.

In connection with the limitations and procedural inaccuracies mentioned above, we decided to build another cluster, which would include those respondents who are carriers of qualities directly opposite to internal ones, i.e., clearly expressed "not internals", but in essence - "externals". With this task in mind, we built another filter, with the help of which we singled out those respondents who are characterized by the lowest (lower than "3" on a 6-point scale) self-assessments for all the characteristics that made up the factor that we designated as key according to the results of the factor analysis (responsibility for events in the country, in personal life, for events in the family and responsibility for friends and relatives, etc.).

It turned out that only 5% of questionnaires satisfy this filter. However, according to the methodology of cluster analysis, all clusters, the mass of which is not lower than 5%, can be compared with more massively represented clusters. In this regard, we had every right to conduct a comparative analysis of such two groups as "internal" and "external", which we actually did.

According to the received data, only 26.11% of "externals" consider themselves completely non-subjected for the influence of others, and 47.41% are sometimes influenced by others.

Only 25.83% of "externals" rate themselves as disciplined and about the same number - as independent in their judgments.

41.99% of "externals" consider themselves determined and ready to take risks, 31.55% strive to be leaders, and 47.37% strive to acquire new knowledge.

41.88% of "externals" have a high desire for self-realization, and 25.93% have a desire to stand out. 25.93% of "externals" consider themselves hardworking.

42.11% of "externals" have a high tolerance for people of other nationalities and religions, and 30.98% have a tolerant attitude towards people of non-traditional sexual orientation. It is interesting that 29.83% of "internals" and 15.18% of externals show the highest tolerance for representatives of non-traditional sexual orientation, while the lowest level of tolerance is characteristic of 5.61% of "internals" and 31.65% of "externals".

Only 26.13% of “externals” show high attentiveness to others, and 31.22% have a strong desire to find new information.

The desire to make new acquaintances is characteristic of 41.97% of “externals”. All 100% of “externals” consider themselves a good, kind person, 73.71% consider themselves successful people. Approximately the same percentage of “externals” see leadership qualities in themselves.

The differences between the two groups – “internals” and “externals” - regarding self-assessment of such qualities as honesty and decency are very noticeable, and 83.15% of “internals” and 46.99% of “externals” consider themselves to be such.

The results of the correlation analysis within the group of respondents with pronounced internal qualities showed a moderate relationship between responsibility for events in personal life and discipline ($T=0.32$; $T_c=0.32$), the desire to acquire new knowledge ($T=0.3$; $T_s=0.3$), striving for self-realization ($T=0.28$; $T_s=0.3$), diligence ($T=0.25$; $T_s=0.25$), responsibility for friends and loved ones ($T=0.31$; $T_c=0.31$).

A moderate relationship was also found between responsibility for events in the family and determination, willingness to take risks ($T=0.3$; $T_c=0.3$), responsibility for events in the family and the desire for self-realization ($T=0.28$; $T_c=0.3$), responsibility for events in the family and attentiveness to others ($T=0.33$; $T_c=0.33$), responsibility for events in the family and the desire to find new information ($T=0.35$; $T_c=0.35$) and desire for new acquaintances ($T=0.27$; $T_c=0.27$).

A moderate relationship is also observed between responsibility for friends and loved ones and honesty and decency ($T=0.33$; $T_c=0.33$); responsibility for friends and relatives and attentiveness to others ($T=0.27$; $T_c=0.27$); striving for new knowledge and attentiveness to others ($T=0.27$; $T_c=0.27$); striving for self-realization and attentiveness to others ($T=0.29$; $T_c=0.29$); high culture of behavior and attentiveness to others ($T=0.29$; $T_c=0.29$); honesty and decency and attentiveness to others ($T=0.25$; $T_c=0.25$); diligence and attentiveness to others ($T=0.28$; $T_c=0.28$); tolerant attitude towards people of other faiths and attentiveness to others ($T=0.25$; $T_c=0.25$); desire for new acquaintances and attentiveness to others ($T=0.33$; $T_c=0.33$).

The most pronounced is the connection between: responsibility for events in the family and responsibility for events in personal life ($T=0.5$; $T_c=0.5$); striving for new information and responsibility for events in personal life ($T=0.35$; $T_c=0.35$); responsibility for friends and relatives and responsibility for events in the family ($T=0.45$; $T_c=0.45$); striving for new information and attentiveness to others ($T=0.56$; $T_c=0.56$).

In general, according to the results of our research, “internals” are more disciplined, hardworking, independent in judgment and tolerant than “externals”.

4 Conclusion

Making a general conclusion, let us emphasize that, according to the results of our research, the vast majority of today's student youth are indeed carriers of important internal qualities. This is evidenced by a positive self-esteem, the majority's assessment of oneself as not subject to manipulation but guided by own opinion, as well as a relatively high level of responsibility. Among all personal qualities and characteristics that testify in favor of internality, tolerance is the weakest.

A synthesis of the results of research conducted both by other Ukrainian sociologists and by the authors of this article leads to the conclusion that the structure of the social subjectivity of student youth consists of the following qualities: responsibility, the desire for self-development and self-realization, high self-esteem, clearly expressed leadership qualities, diligence and ability to self-regulate. In addition, for a student with a high level of social subjectivity, the constant acquisition of new

knowledge and the expansion of the number of personal contacts are valuable.

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Primary Paper Section: A

Secondary Paper Section: AM, AO