

ANIMATION ACTIVITIES AS A MEANS OF DEVELOPING STUDENT YOUTH'S SOCIAL CULTURE

Метою статті є розгляд анімаційної діяльності як ефективної соціальної практики з активізації соціального вдосконалення студентської молоді, зокрема застосування засобів анімації з метою розвитку соціальної культури. Провідними методами дослідження є аналіз наукових праць та співставлення теоретичних підходів до розвитку соціальної культури студентства. Визначено, що в сучасних умовах соціальна культура студентської молоді формується під впливом розгалуженого інформаційного середовища, що передбачає співвідношення її з інформаційно-комунікативною діяльністю як однією з провідних для студентів. Це передбачає розробку відповідної практичної програми анімаційної діяльності в середовищі закладу вищої освіти, що є перспективою подальшого дослідження.

Ключові слова: студентська молодь, соціальна культура, анімаційна діяльність, інформаційне суспільство.

Introduction. Contemporary student youth will eventually become the society's intellectual and professional pioneers, who will take up the responsibility for establishment of civil society, making development of this group's social culture an important topic. Competitiveness and high professional level that are supposed to form during studies in higher education institutions (hereinafter HEI) lay the foundation for students' social maturity. However, right now it is important to create an environment for forming and revealing social activeness, tolerance, consolidation against consumerism, disregard for social problems, deanimation of social interaction, which proves the necessity of revisiting approaches to social education of student youth and expanding the borders of education space through modernization and improvement of extracurricular activities. One of the main means to activate student's social culture is animation activities, which by definition and contents is meant to stimulate social subjects' immediate participation in social processes.

Analysis of relevant research. The issues of students' socialization, social education and implementation of social-pedagogical activities with them were studied by N. Maksymovska, M. Petrova, A. Ryzhanova, S. Savchenko, O. Khendryk, V. Shtyfurak and others. T. Lesina, L. Tarasov, M. Yaroshenko and others studied animation as a society-based practice and a means of motivating person's active position. However, scholars did not examine animation activities as a means of developing person's social culture.

Aim of the Study. The aim of this article is to describe animation activities as one of the means of motivation to conduct active life and reveal high social interaction level in student environment.

Research Methods – research literature analysis, comparison of theoretical approaches to an issue, systemization of scientific facts regarding social culture.

Results. Due to students being a part of the general “youth” group, we will utilize the following definition: “youth is a differentiated social group that gains the features of social community and has characteristic social, psychological, cultural and other features, particularly lifestyle, is in the process of socialization, has its own social age and, according to the requirements of an epoch, has to become the creator or an initiator of a new social and cultural reality” [1, 150–151]. Such position allows us to characterize socially positive models of youth’s interaction, which is based on the qualities of a culture that is contemporary to them.

According to article 61 of Ukrainian education act (2014), student youth is defined as a subject of obtaining higher education. Student is a person enrolled to HEI with an aim to gain junior bachelor, bachelor or master higher education degree [6]. It is important for our study to consider age limits (mostly from 16 to 25 years) and status of HEI, as well as sociocultural features of this social group’s members. L. Sokurianska deepens the concept of students’ social purpose with the following statement: students are “a sociocultural community that consists of HEI students, who adopt and gain social subjectness in cognitive, professional, civic, political, moral and other fields of a historically defined society, through interiorization of value and norm system of a certain society in general, and also at a high school social institute, where they produce new axiophenomena that achieve reflection and embodiment in their symbolic and objective world” [11, 65]. This definition allows us to expand the concept of student community’s shared qualities and describe the process of formation of their social subjectness, particularly to focus on the main qualities of precisely students’ social culture that are unique to those of other members of youth.

O. Vynoslavskaya, A. Liakisheva, N. Maksymovska, S. Savchenko, L. Sokurianska, V. Shtyfurak and others studied student youth’s social and psycho-age qualities that will be the foundation of social culture analysis. Based on the analysis of mentioned scholar’s works we can assume that student’s social development is influenced by many factors. Firstly, it is the need of self-actualization, self-affirmation, self-realization and aspiration for independence. Secondly, students’ group social qualities, namely formation of professional and civic conscience, social value orientations and group solidarity are the preconditions of social maturity. Thirdly, among the leading psycho-age and social qualities of student’s personality development the most crucial are those related to self-conscience, self-regulation, self-organization and self-development, for they are the key ones in the process of student youth’s social establishment and development. Fourthly, criticality, emotional direction, ambitiousness, focus on the future, special reflectivity and increased need to

empathize and form trust relations create the foundations for viewing student's subject position in various kinds of activity. The reviewed psycho-age qualities are an objective precondition for gaining high enough social interaction quality level, but at the same time, based on the statement by N. Maksymovska, they can "cause both the gain of social leadership by this group in society and lead to its civic and professional deformation" [3, 4].

Creation of conditions for avoiding the negative side of social maturation is possible with deep understanding of the contents of student youth's socialization and social education. Regarding this, S. Savchenko accentuates during the study of student youth's socialization on the fact that "students are not a passive object of socialization to society and its institutes; recent years marked the increase of students' own role in this process" [9, 74]. At the same time, "students are one of the most problematic social groups, which changes dynamically inside itself, and these changes are followed by complication of interactions and relations in Ukrainian society's social structure" [9, p. 70]. Thus, it is necessary to implement an effective kind of activities for improving students' positive socialization conditions and reducing negative social factors in this process within HEI.

As A. Ryzhanova mentions social education as an adjustable component of students' socialization is based on a certain fact: "without integrating educational efforts of society in order to facilitate pro-social development of student youth and without simultaneous approbation of social values they've gained, social qualities they've formed and pro-social behavior in real societal conditions, positive socialization and social tempering of students are impossible" [7, p. 30]. This assumption is reinforced by the fact that the third chapter of Ukrainian higher education act (article 26) states that forming personality through patriotic, legal and ecological education and establishment of moral values, social activeness, civic position, responsibility, healthy lifestyle, ability to think freely and self-organize in contemporary conditions for participants of educational process are considered the most important tasks for a HEI [6].

Analysis of research works on socialization and social education of student youth (S. Savchenko, V. Shtyfurak, O. Khendryk and others) allows us to conclude that the leading directions of students' social culture development are socially-professional and socially-civic components. For example, O. Khendryk mentions that "the contents of HEI students' sociality lie in improving values they've gained at the previous stage, these values being family (as positive treatment of one's family), age (as a subculture), ethnicity (as self-identification), social relations (as and increasing interest in politics, law, religion, morals etc.), civility and in establishment of professional values. This is also true for social qualities, like determination, persistence, kindness, consolidation, discipline, respect for human dignity and individuality, tolerance, responsibility and establishment of professional solidarity, critical thinking and

producing personal assessments, initiative, openness for cooperation, which provide self-realization for students in professional and civic societies. Finally, an appropriate pro-social behavior is being tempered through participations in scientific and creative activities of a student group outside an educational process, in social life of an education institution, student self-government and voluntary activities” [15, 201–202].

The starting point regarding the social culture of students as a component of a larger group, the youth, is a definition by A. Ryzhanova: “Social culture is an indicator of social subject’s social maturity – of the fact that he or she is able not only to learn new social experience and recreate an existing one, but also to improve the surrounding society and personal social subjectness in the process” [8, 37]. This position enables the uncovering of studied quality’s essence, which is based on personal participation of a person and a community in social improvement. The general contents of social culture are family, ethnic, civic, professional, law, regional and global components. At every age stage and according to social situation of development only a few certain components of social culture become the leading ones. As such, the essence of students’ social culture in general is an active improvement of the present social field through further vale mastering of social interaction, based on improving self-conscience and developing pro-social needs, completely matches its psycho-age qualities and leading social role.

In accordance to the aforementioned statements, social culture is a quality of student youth’s sociality development stage, which presents itself in high-level social values, developed social qualities and pro-social behavior and implies high social maturity level, based on social subjectness and its highest display – social creativity.

The leading role of students in social improvement of society and themselves lets us state that it is crucial to analyze their social subjectness and social creativity as a display of this social group’s social culture. A. Bieloshytskii, M. Bieloborodov, I. Berezhna, S. Derbycheva, N. Melnikova, T. Olkhova, L. Sokurianska, J. Chyzhov, O. Shumilin and other scholars studied these aspects. Analysis of their works allows us to state that “subjectness is a quality of a person, that indicates his or her ability to be a strategist in activities, mark the necessary tasks, realize motives, respond for actions, individually construct them and evaluate their accordance to what’s in mind, to correct the aim and to plan life” [2, 329]. Thus, subjectness is related to social and cultural realities, is based on values and is developed through purposeful activities, for statement of which the favorable conditions are required. The definition of social subjectness is mostly focused on social component and is being interpreted as “subject’s essential quality (be it an individual, a group etc.), which reveals itself first and foremost through its value orientations, strategic life choice, socially creative and purposeful activities” [11, 155].

Researchers of social creativity do not separate the process of creation from humanity's social life, as "the history of social life is a sequence of acts of creating new forms of social life. The creativity is exactly where person's world-changing essence reveals itself – the essence of creator of new relations and of himself" [4, 4–5]. The inner nature of social creativity is based on an act of creation being "a dialectical unity of reproduction and production, where the latter plays the leading role" [4, 17], meaning that productive pro-social activities intensifies creative, renewed social development, aimed to improve. We agree with N. Melnikova on the fact that "social creativity is aimed to satisfy not personal, but societal needs and interests. Social creativity is a unique form of solving societal contradictions. Creativity can only be considered social when it yields new things that have societal significance" [4, 17–18]. Thereby, the main idea of social creativity is necessity and ability to influence the flow of social processes, which makes it the highest form of sociality – the basis and display of social culture.

Ever since students appeared as a social group, it never remained the same, but it kept its features thanks to the fact that professional scientific activities remained the leading ones. According to S. Savchenko, "the defining factor was not students' striving for stability, but an objectively caused trans-temporal task of higher school – to prepare specialists needed for social organism to function and to satisfy the youth's need for education, mental growth and professional establishment" [9]. Thus, the development of society as a self-renewing system directly depends on development of students' social culture.

To summarize, the development of student youth's social culture is a process of activating the leading factors of this social group's social development both in HEI (curricular and extracurricular activities) and outside the education institution in social space (mostly extracurricular activities). The leading factor of this process is contemporary legislation of education. Realizing students' subjectness is mostly enabled with article 40 of Ukrainian higher education act, according to which a student self-government is the right and ability of students to solve the issues of study and everyday life, to ensure students' rights and interests, which unites all students of HEI and works according to the principles of voluntariness, collegiality, openness, electiveness and accountability of student self-government bodies, equality of students' rights to participate in student self-government, as well as of independence from the influence of political parties and religious organizations. In extracurricular field, student self-government conducts organizational, educational, scientific, sports, recreational and other arrangements, that allows uncovering personal subjectness of any student [6]. However, the means of activating social subjectness as the basis of student youth's social culture development have to match and be respectively modern.

A search for proper mechanisms of activating the process of improving students' sociality in extracurricular process lets us state that in contemporary sociocultural conditions animation activities, studied as the means of socialization and social education – of student youth in particular – by T. Lesina, N. Maksymovska, M. Petrova, L. Tarasov and others, are effective. Animation activities with students are generally interpreted by M. Petrova as “a set of socially meaningful activities of a person that are aimed to intensively and consciously interact with surrounding environment and learn sociocultural values while satisfying relaxation, recreation, education and creativity needs and interests” [5, 9]. On the one hand, we concur that “animation activities can be a means to form person's ability to transform surrounding reality during the process of planned creation of conditions for its relatively purposeful self-education as a subject of social relations” [same]. On the other, however, it is much too focused on students' personal needs, while it was mentioned earlier that pro-social needs (particularly civic, professional, regional etc.) lead to social maturing and development of high sociality level. This means that the mentioned definition must be improved according to the essence of students' social development.

Taking into account L. Tarasov's view on animation activities being «a process of deep (existential) interactions of a person with the world around him/her, during which the mental needs grow and are satisfied. It is a free socially meaningful activity of individuals and social groups, aimed at mental and creative development of a person and mental recreation of society' [13, 47]. The significance of animation activities with student youth increases. In our opinion, dynamics of social and mental needs for improvement of society is the core of contemporary understanding of animation with student youth when it comes to development of the social culture.

Scientific foundation of viewing animation activities as a basis for researching student youth's social culture was laid in the latest socio-pedagogical explorations by L. Volyk, T. Lesina, N. Maksymovska, which particularly focus on animation activities' characteristic components of activeness, emotional richness and voluntariness reducing the influence of asocial factors of environment and empowering the conscious part taking in pro-social processes of constructing social life [3]. Animation approach to social-pedagogical activities (hereinafter SPA) was substantiated in social pedagogy, which allows uncovering the core of activating and animating students.

According to N. Maksymovska, animation approach to SPA means “harmonizing social and educational influences in contemporary society, which is being built on strengthening subjectness as value-meaning self-organization and activating social life” [3, 434]. Despite the fact that author substantiates the use of animation approach to implement social-pedagogical activity with student youth in leisure sphere, the general features of proposed approach can be reinterpreted for other fields of social interaction, because “animational SPA

with student youth in leisure field is a process of activating, inspiring students to conduct social changes and improve both social and cultural conditions of existing in information society through active pro-social subject standing and intensive social interaction during extracurricular time in HEI and open leisure field, which facilitates social development by realizing social creativity" [3, 434].

Viewing animation activities as a toolset for developing social culture is based on traditional understanding of a tool being "a kind of social activity that influences personality in a certain way" [14, 330]. To be more specific, "a pedagogical tool is something used by an educator in order to influence those he educates during education (which ensures reaching of activity's pedagogical aim). It includes words, actions, examples, books, technical means and others" [10, 295]. Sometimes learning, job, rules of conduct, sports activities, tourism and other such things can also be called the means of pedagogical process [10, 294–295]. It is obvious, however, that the mentioned things are not of equal significance for social practice, which prevents us from analyzing them as a totality. In our study, animation activities are a kind of societal practice that activates mental improvement of students and stimulates the development of more advanced needs in modern sociocultural conditions. While it is being implemented, a set of other unique instruments may be used to activate social subjects.

Analysis of works made by researchers of animation activities (N. Maksymovska, M. Petrova, L. Tarasov, N. Yaroshenko) allows us to conclude that among its leading means, which are the most influential and cause most activation, are art, tourism, gaming, civic activities etc. Especially important is that due to conditions of contemporary information society a number of self-expression and creative presentation means on media and virtual space can be added to the list. Thus, aside from traditional kinds of activity like curricular and extracurricular (mostly self-government, volunteering, science, creativity and art) ones, which should be regarded in animation, there are also branching kinds of students' social interaction (informational and virtual communication) that activate the development of social culture in post-industrial society and influence other components of sociality. Therefore, under conditions of post-industrial society, the process of gaining leading social, civic and professional qualities must be conducted with newest means of activation, mainly through media, art, creative practices, gaming, tourism etc., as they ensure that students learn experiences not through mandatory "must", but through voluntary "want", enabling the development of social culture.

Conclusions. To summarize, the research of student youth's social culture development is based on students being a separate sociocultural community with its own unique psycho-age qualities, which are laid in the foundation of analyzing social improvement. The main task is to develop professional and civic components of sociality of this group's members. The main factor of students' social culture development is legally supported

education process of HEI, but it requires contemporary enrichment mechanisms, mainly animation activities as a type of social practice that has its own activation means. Under conditions of information age, student youth's social culture is mostly formed under the influence of contemporary information environment and new information processing and communication means, meaning that its studying involves correlation with information processing and communication activities as one of the leading ones, which influences all types of social values. Future studies will define the influence of information society on the development of information and communication components of student youth's social culture.

ЛІТЕРАТУРА

1. Гулевська-Черниш А. В. Молодь / А. В. Гулевська-Черниш // Енциклопедія для фахівців соціальної сфери / за заг. ред. І. Д. Звереві. – Київ ; Сімферополь : Універсум, 2012. – 536 с.
2. Коджаспирова Г. М. Словарь по педагогике / Г. М. Коджаспирова, Коджаспиров Ю. А. – Москва, Ростов н/Д : Издательский центр «МарТ», 2005. – 448 с.
3. Максимовська Н. О. Теоретичні і методичні засади соціально-педагогічної діяльності зі студентською молоддю у сфері дозвілля : дис. ... д-ра пед. наук : 13.00.05 «Соц. педагогіка» / Н. О. Максимовська ; Харків. держ. акад. культури. – Харків, 2015. – 559 с.
4. Мельникова Н. І. Нове як фактор суспільного життя / Н. І. Мельникова. – Київ : Політвидав України, 1985. – 128 с.
5. Петрова М. С. Анимационная деятельность как средство социального воспитания студентов вуза : дис. на соискание учен. степени канд. пед. наук : спец. 13.00.02 / Петрова Мария Сергеевна ; Костром. гос. ун-т им. Н. А. Некрасова. – Кострома, 2007. – 170 с.
6. Про вищу освіту : Закон України від 1 лип. 2014 р. № 1556 // Відом. Верховної Ради України. – 2014. – № 37/38. – Ст. 2004.
7. Рижанова А. О. Сучасна соціалізація молоді в позанавчальній діяльності / А. О. Рижанова // Соц. Педагогіка : теорія та практика. – 2009. – № 4. – С. 27–34.
8. Рижанова А. О. Якісні рівні соціальності / А. О. Рижанова // Культура та інформаційне суспільство XXI століття : матеріали всеукр. наук.-теорет. конф. молодих учених, 24–25 квіт. 2014 р. / Харків. держ. акад. культури ; Нац. акад. мистецтв України ; Ін-т культурології. – Харків, 2014. – С. 37–38.
9. Савченко С. В. Науково-теоретичні засади соціалізації студентської молоді в позанавчальній діяльності в умовах регіонального освітнього простору : дис. ... д-ра пед. наук : 13.00.05 «Соц. педагогіка» / С. В. Савченко. – Луганськ, 2004. – 455 с.
10. Словарь по социальной педагогике : [учеб. пособие для студентов высш. учеб. заведений] / авт.-сост. Л. В. Мардахаев. – М. : Академия, 2002. – 368 с.
11. Сокурская Л. Г. Студенчество на пути к другому обществу : ценностный дискурс перехода / Л. Г. Сокурская. – Харьков : Харьк. нац. ун-т им. В. Н. Каразина, 2006. – 576 с.
12. Студент XXI века : социальный портрет на фоне общественных трансформаций : монография / Нар. укр. акад. ; под общ. ред. В. И. Астаховой. – Харьков : Изд-во НУА, 2010. – 408 с.
13. Тарасов Л. В. Социокультурная анимация в XXI веке : концепция развития социально-поддерживающих гражданских инициатив в России : монография / Л. В. Тарасов. – М. : Русаки, 2012. – 223 с.

14. Фіцула М. М. Педагогіка : [навч. посіб.] / М. М. Фіцула. – Київ : Академвидав, 2007. – 560 с.

15. Хендрик О. Ю. Розвиток соціальності студентів мистецьких спеціальностей засобами хореографії : дис. ... канд. пед. наук : 13.00.05 «Соц. педагогіка» / О. Ю. Хендрик ; Харків. держ. акад. культури. – Харків, 2012. – 338 с.

REFERENCES

1. Hulevs'ka-Chernysh, A. V. (2012). Molod' [Youth]. In I. D. Zvereva (Ed.), *Encyclopedia for social field specialists*. Kyiv. Simferopol: Universum.

2. Kodzhaspirova, H. M., Kodzhaspirov, J. A. (2005). *Slovar' po pedagogike [Pedagogy dictionary]*. Moscow, Rostov on Don: "MarT" publishing center.

3. Maksymovs'ka, N. O. (2015). Teoretychni i metodychni zasady sotsial'no-pedahohichnoi diialnosti zi students'koiu molodd'u u sferi dozvill'a [Theoretical and methodological foundations of social-pedagogical work with student youth in leisure sphere] (DSc thesis). Kharkiv, Kharkiv State Academy of Culture.

4. Mel'nykova, N. I. (1985). *Nove yak factor suspilnoho zhyttia [The New as a factor of social life]*. Kyiv: Ukrainian political publishing.

5. Petrova, M. S. (2007). Animatsionnaia deiatelnost kak sredstvo sotsialnogo vospitaniya studentov vuza [Animation activities as a means for socially educating HEI students] (PhD thesis). Kostroma, Kostroma State University of N. A. Nekrasov.

6. Pro vyshchu osvitu: Zakon Ukrainy vid 1 lyp. 2014 r. № 1556 [Ukrainian higher education act since July 1, 2014, № 1556] (2014). *Journal of Verkhovna Rada of Ukraine*, 37/38.

7. Ryzhanova, A. O. (2009). Suchasna sotsializatsia molodi v pozanavchal'nii diialnosti [Contemporary youth socialization in extracurricular activities]. *Social pedagogy: theory and practice*, 4, 27–34.

8. Ryzhanova, A. O. (2014). Yakisni rivni sotsial'nosti [Quality levels of sociality]. *Culture and information society of XXIst century: materials of Ukrainian science and theory conference of young scientists, April 24–25, 2014* (pp. 37–38). Kharkiv, Kharkiv State Academy of Culture, Ukrainian National Academy of Arts, Culturology Institute.

9. Savchenko, S. V. (2004). *Naukovo-teoretychni zasady sotsializatsii students'koi molodi v pozanavchalnii diialnosti v umovakh rehionalnoho osvithnoho prostoru [Scientific and theoretical foundations of student youth socialization in extracurricular activities under conditions of regional environment]* (DSc thesis). Luhansk.

10. Mardakhaiev, L. V. (2002). *Social pedagogy dictionary for students of higher education institutions*. Moscow: Academy.

11. Sokurianskaia, L. G. (2006). *Studenchestvo na puti k drugomu obshchestvu: tsennostnyi diskurs perekhoda [Students on their way to new society: value discourse of transition]*. Kharkov: Kharkov National University of V. N. Karazin.

12. Astakhova, V. I. (Ed.) (2010). *Student XXI veka: sotsialnyi portret na fone obshchestvennykh transformatsii [Social portrayal of XXIst century student based on society transformations]*. Kharkov, NUA.

13. Tarasov, L. V. (2012). Sotsyokul'turnaia animatsiia v XXI veke: kontsepsiia razvitiia sotsialno-podderzhivaiushchikh grazhdanskikh initsiativ v Rossii [Sociocultural animation in the XXIst century: the concept of developing civic social support initiatives in Russia]. Moscow: Rusaki.

14. Fitsula, M. M. (2007). *Studies handbook "Pedagogy"*. Kyiv, Academic publishing.

15. Khendryk, O. J. (2012). *Rozvytok sotsialnosti studentiv mystetskykh spetsialnostei zasobamy khoreografii [Developing sociality of art students by means of choreography]* (DSc thesis). Kharkiv, Kharkiv State Academy of Culture.

РЕЗЮМЕ

Максимовский Н. Анимационная деятельность как средство развития социальной культуры студенческой молодежи.

Целью статьи является рассмотрение анимационной деятельности как эффективной социальной практики по активизации социального совершенствования студенческой молодежи, в частности применение средств анимации с целью развития социальной культуры. Основными методами исследования являются анализ научных исследований и сопоставление теоретических подходов к изучению социальной культуры студенчества. Определено, что в современных условиях социальная культура студенческой молодежи формируется под влиянием разветвленной информационной среды, что предполагает соотношение развития социальной культуры с информационно-коммуникативной деятельностью как одной из ведущих для студентов. Это предусматривает разработку соответствующей практической программы анимационной деятельности в высшем учебном заведении, что и будет перспективой дальнейшего исследования.

Ключевые слова: студенческая молодежь, социальная культура, анимационная деятельность, информационное общество.

SUMMARY

Maksymovskiy M. Animation activities as means of developing student youth's social culture.

The aim of the article is to review animation activities as an effective social praxis of activating student youth's social maturing, particularly using animation for development of social culture. The main methods of study are analysis of scientific research and comparison of theoretical approaches to examination of students' social culture. Students' social growth is affected by certain needs (for self-actualization, self-affirmation, self-realization, independence), social group qualities (like formation of professional and civic conscience, social value guidelines) and leading psycho-age qualities of student personality development regarding self-recognition, self-regulation, self-organization and self-development.

The article also substantiates that student youth's characteristic features (criticalness, emotionality, need for self-realization etc.) are the basis for defining social subjectness and social creativity as the leading attributes of students' social interaction, which form the foundation of social, professional and civic self-realization. Social culture is a quality of student youth's sociality development stage, which reveals itself in high-level social values, formed social qualities and pro-social behavior, and implies high social maturity level on the basis of social subjectness and its highest manifestation – social creativity. Development of student youth's social culture is a process of activating main factors of this group's social formation both at HEI (curricular and extracurricular activities) and outside education institutions in social field. Especially important is the fact that under conditions of contemporary information society this field gains new self-expression and creativity tools due to technical advances in media and virtual space. Thus, aside from traditional types of activities (mainly self-government, volunteering, research artistic activities etc.), student youth's social interaction types (informational or virtual-communicational) start to branch out, activating development of social culture in post-industrial society and influencing other sociality components.

It was defined that, under contemporary conditions, student youth's social culture is formed under the influence of branching information environment, which implies interrelation of social culture development with information/communication activities as one of the leading ones and greatly influences all the groups of social values, eventually becoming one of the animation tools. This leads to development of a fitting animation activities program in a higher education institution, which will be the focus of further research.

Key words: student youth, social culture, animation activity, information society.