

Pedagogical Support of Volunteer Activities as an Educational Resource for the Development of Students Subjective Position

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Abstract— Volunteer activities constitute a significant educational resource, offering a practical platform for the holistic development of students. This paper examines the pedagogical potential of volunteer activities in fostering students' subjective position—a concept that encapsulates an individual's active, conscious, and responsible engagement with personal growth and societal development. By integrating educational theory with structured pedagogical practices, this study highlights how volunteerism can transcend its traditional role, serving as a transformative medium for personal and social empowerment. Drawing on constructivist learning theory, the research underscores the importance of systematic pedagogical support in ensuring the educational value of volunteer activities. Such support includes guided reflection, mentorship, and collaborative problem-solving frameworks, which collectively promote self-awareness, critical thinking, and moral responsibility. Through these mechanisms, students develop not only cognitive competencies but also the agency and ethical orientation necessary for active citizenship. The paper presents a conceptual model for pedagogical intervention, supported by empirical evidence from case studies. The findings indicate that targeted educational support within volunteer contexts significantly enhances students' ability to adopt a subjective position, characterized by proactive decision-making, critical self-reflection, and leadership capabilities. This study concludes that the pedagogical integration of volunteer activities holds profound implications for cultivating socially engaged and self-aware individuals, contributing to both educational innovation and societal progress.

Index Terms— pedagogical support, volunteer activities, subjective position, constructivist learning, active citizenship, moral responsibility, educational innovation.

1. Introduction

In contemporary education systems, the cultivation of students as active participants in society has become a primary goal. As global challenges such as inequality, environmental degradation, and social fragmentation intensify, the demand for individuals with a strong sense of responsibility, critical thinking skills, and the capacity to enact change has increased. Education, therefore, must transcend traditional classroom instruction, integrating experiential and socially engaging activities into its frameworks. Among such activities, volunteerism stands out as a powerful tool for holistic development. This chapter explores the rationale behind using

volunteer activities as an educational resource and introduces the concept of students' subjective position as a critical outcome of such initiatives.

A. Background of the Study

Volunteer activities have historically played an essential role in societal development, fostering community cohesion and addressing pressing social needs. In recent decades, their significance in education has gained considerable attention. These activities serve as platforms where students encounter real-world challenges, interact with diverse communities, and apply theoretical knowledge in practical settings. Unlike conventional learning environments, volunteerism enables students to engage actively with society, fostering emotional, intellectual, and moral growth.

The concept of the subjective position, central to this study, refers to an individual's capacity to act with intentionality, responsibility, and self-awareness. It reflects a student's ability to navigate life's complexities while making informed decisions and contributing positively to society. The development of this position is essential in modern education, as it prepares students to face uncertainty, exercise autonomy, and take on leadership roles in their personal and professional lives. Volunteer activities, when integrated with pedagogical support, provide fertile ground for this transformation.

B. Problem Statement

Despite the increasing integration of volunteerism into educational programs, its potential as a pedagogical resource remains underutilized. In many cases, volunteer activities are treated as extracurricular or ad hoc engagements without systematic educational frameworks. As a result, their impact on students' personal development and learning outcomes is often limited. Furthermore, existing studies have primarily focused on the social benefits of volunteerism, overlooking its role in fostering individual agency and subjective positioning.

This gap underscores the need for a pedagogical approach that not only organizes volunteer activities effectively but also aligns them with broader educational objectives. Such an approach must include strategies for reflection, mentorship, and collaboration to ensure that students derive meaningful

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educational value from their experiences. Addressing this issue is critical for maximizing the transformative potential of volunteerism in education.

C. Research Objectives

This study seeks to bridge the gap between volunteerism and pedagogy by exploring how structured support can enhance the educational outcomes of volunteer activities. The objectives of the research are as follows:

1. To conceptualize the role of pedagogical support in volunteer activities as an educational resource.
2. To examine the mechanisms through which volunteer activities contribute to the development of students' subjective position.
3. To design and validate a pedagogical framework for integrating volunteerism into educational practices.
4. To provide practical recommendations for educators and institutions to maximize the developmental impact of volunteer activities.

D. Significance of the Study

This research is significant for several reasons. First, it contributes to the theoretical understanding of the relationship between pedagogy and volunteerism, providing a conceptual framework that links educational support with personal development outcomes. Second, it highlights the transformative potential of volunteer activities, emphasizing their role in nurturing socially engaged and self-aware individuals. Third, the study offers practical insights for educators, policymakers, and institutions aiming to incorporate volunteerism into their educational strategies.

Moreover, the findings have implications beyond education. By fostering students' subjective position, the proposed pedagogical approach aligns with broader societal goals, such as promoting active citizenship, ethical leadership, and social innovation. These outcomes are essential for addressing contemporary challenges and building resilient communities.

E. Research Questions

To achieve its objectives, the study addresses the following research questions:

1. What are the key components of pedagogical support in volunteer activities?
2. How do volunteer activities contribute to the development of students' subjective position?
3. What are the challenges and opportunities in integrating pedagogical support into volunteer initiatives?
4. How can a pedagogical framework for volunteerism be implemented effectively in educational institutions?

2. Literature Review

The literature review forms the theoretical backbone of this study, synthesizing research on volunteerism, pedagogical support, and the development of students' subjective position. It examines key concepts, theories, and empirical studies, providing a comprehensive understanding of the topic and identifying gaps that this study aims to address. This chapter is

divided into five sections: conceptualizing volunteerism as an educational resource, understanding pedagogical support, the theoretical foundations of subjective position, the intersection of these concepts, and existing research gaps.

A. Volunteerism as an Educational Resource

Volunteerism has long been recognized for its societal contributions, addressing community needs and fostering social cohesion. However, its role as an educational resource has emerged more prominently in recent decades. Educational researchers have identified volunteer activities as a form of experiential learning that bridges the gap between theoretical knowledge and real-world application. According to Ord and Leather (2017), experiential learning involves active participation in meaningful tasks, leading to deeper engagement and understanding. Volunteerism provides a dynamic context for experiential learning, offering students opportunities to develop critical thinking, problem-solving skills, and emotional intelligence. A growing body of literature emphasizes that volunteer activities are not merely extracurricular engagements but valuable platforms for holistic development (Redmond, 2020). These activities promote civic responsibility, enhance social awareness, and build interpersonal skills, aligning closely with modern educational goals. Despite its potential, the educational value of volunteerism depends heavily on its structure and alignment with learning objectives. Studies have highlighted the importance of intentional design and integration, suggesting that unstructured volunteer experiences may fail to produce significant developmental outcomes (Bamber, 2015). This underscores the need for pedagogical support to maximize the impact of volunteerism on student learning and personal growth.

B. Pedagogical Support in Educational Contexts

Pedagogical support refers to the systematic guidance and resources provided to learners to enhance their educational experiences. It encompasses various strategies, including mentorship, reflective practices, collaborative learning, and scaffolding. Doolittle (1995) concept of the zone of proximal development emphasizes the role of support in helping students achieve higher levels of understanding and skill. In the context of volunteerism, pedagogical support ensures that students derive meaningful educational value from their experiences. Providing students with mentors who guide their experiences, offer feedback, and facilitate self-reflection. However, Encouraging students to critically analyze their volunteer experiences, connecting them to broader social and educational contexts. Form Skill Development Workshops aspect, equipping students with practical skills, such as communication, leadership, and problem-solving, before and during volunteer activities. Research suggests that these forms of support can significantly enhance the developmental impact of volunteer activities, fostering deeper engagement and learning. For example, Abdullah and O'Steen (2018) found that reflective practices during volunteer activities led to increased civic engagement and critical thinking among students.

C. Theoretical Foundations of Subjective Position

The concept of subjective position has its roots in existential and humanistic psychology, emphasizing the individual's capacity for self-awareness, autonomy, and responsibility. Avramchenko et al. (2021) described subjective position as the individual's conscious engagement with personal and societal challenges, while Shor (2012) emphasized its connection to freedom and choice. In educational contexts, subjective position reflects students' ability to take ownership of their learning and actively contribute to their communities.

Constructivist learning theory, particularly as articulated by O'loughlin (1992), provides a valuable framework for understanding the development of subjective position. According to constructivism, learning is an active, self-directed process in which individuals construct knowledge through interaction with their environment. Volunteer activities, when supported pedagogically, create a rich context for this process, enabling students to develop critical self-awareness and agency.

D. The Intersection of Volunteerism, Pedagogical Support, and Subjective Position

The intersection of volunteerism, pedagogical support, and subjective position represents a promising yet underexplored area in educational research. While volunteerism provides a practical platform for experiential learning, pedagogical support ensures that students engage deeply with their experiences, fostering the development of a subjective position. Empirical studies have begun to explore this intersection, highlighting the transformative potential of pedagogically supported volunteerism. For instance, Gershenson-Gates (2012) found that students participating in structured volunteer programs demonstrated increased self-efficacy, ethical awareness, and leadership skills. Similarly, a study by Khasanzyanova (2017) emphasized the role of mentorship and reflection in enhancing the educational value of volunteer activities, leading to greater personal and social responsibility among students.

Despite these findings, significant gaps remain in the literature. Few studies have examined the specific mechanisms through which pedagogical support influences the development of subjective position. Furthermore, there is limited research on the long-term impact of such interventions on students' personal and professional trajectories.

E. Research Gaps and Opportunities

The review of the literature reveals several research gaps that this study aims to address:

Existing studies often treat volunteerism, pedagogical support, and subjective position as separate phenomena, with limited exploration of their interconnections. While anecdotal and qualitative evidence suggests the benefits of pedagogically supported volunteerism, there is a lack of robust empirical studies that quantify these effects. Most research focuses on immediate learning outcomes, overlooking the long-term impact of volunteer activities on students' development and career paths. The influence of cultural, institutional, and societal contexts on the effectiveness of pedagogical support in

volunteerism remains underexplored.

3. Research Methodology

This chapter details the research methodology adopted to investigate how pedagogical support in volunteer activities functions as an educational resource for fostering students' subjective position. The research relies on two primary methods: literature analysis and case study research, both of which are qualitative in nature. These methods enable an in-depth exploration of existing theoretical frameworks and practical applications, offering a comprehensive understanding of the research problem.

A. Research Design

This study adopts a qualitative research design to thoroughly explore the educational potential of volunteer activities supported by pedagogical guidance. Qualitative research, rooted in interpretivism, allows for an in-depth examination of the mechanisms and outcomes associated with pedagogical practices in real-world contexts. This design is particularly suitable for exploring the multifaceted nature of subjective position development, which involves complex cognitive, emotional, and social dimensions.

The research focuses on synthesizing insights from the literature and analyzing specific case studies of pedagogical practices in volunteer programs. The integration of these methods allows for a theoretical grounding while also highlighting practical implications and contextual nuances.

B. Literature Analysis

The literature analysis method is employed to establish the theoretical foundation of the study. It involves a systematic review of academic sources, including journal articles, books, policy documents, and reports. The aim is to identify key themes, debates, and gaps in the existing research on pedagogical support, volunteer activities, and subjective position development.

The process begins with defining the scope of the literature review, focusing on three core areas:

1. Pedagogical strategies in experiential and service learning.
2. The role of volunteer activities in holistic education and character development.
3. The concept of subjective position in educational psychology and its relevance to student growth.

Databases such as Scopus, Web of Science, and JSTOR are extensively utilized to ensure the inclusion of high-quality and relevant literature. Keywords such as "pedagogical support," "volunteer activities," "subjective position," and "experiential learning" guide the search process. Articles published in the past 15 years are prioritized to capture contemporary developments, while seminal works are also reviewed to provide historical context.

The analysis involves identifying recurring patterns, theoretical frameworks, and practical applications discussed in the literature. For example, models such as Kolb's experiential learning cycle and Freire's critical pedagogy are examined to

understand their relevance to volunteer activities. Additionally, the analysis explores how different cultural and institutional contexts influence the design and effectiveness of pedagogical support systems.

C. Case Study Research

The case study method is utilized to provide concrete examples of how pedagogical support is implemented in volunteer activities and how it influences students' subjective position development. This method allows for an in-depth exploration of real-world practices, bridging the gap between theory and application.

1) Case Selection

The cases are selected based on their relevance, diversity, and representativeness. Specifically, the study examines three volunteer programs implemented at universities that actively integrate pedagogical guidance into their service-learning initiatives. These programs are chosen for their innovative approaches and documented outcomes, providing rich material for analysis.

1. *Case A*: A mentorship-based volunteer program in which students work with marginalized communities, guided by faculty mentors who facilitate reflection sessions.
2. *Case B*: A skill-building initiative that combines environmental conservation activities with workshops on teamwork and leadership.
3. *Case C*: A community engagement project where students design and implement educational activities for underserved schools, supported by pedagogical frameworks emphasizing empathy and critical thinking.

2) Data Collection

Data for the case studies are collected from a variety of sources, including program reports, participant reflections, and interviews with program coordinators. Secondary data, such as institutional evaluations and testimonials, are also utilized to triangulate findings. The focus is on understanding the design, implementation, and outcomes of the pedagogical support mechanisms embedded in these programs.

3) Analytical Framework

The analysis of the case studies is guided by the theoretical insights derived from the literature review. Each case is examined for its pedagogical structure, the forms of support provided (e.g., mentorship, reflective practices, skill-building workshops), and its impact on students' development. The following aspects are particularly emphasized:

1. How pedagogical support fosters self-awareness, autonomy, and responsibility.
2. The role of guided reflection in helping students connect their volunteer experiences with personal and academic growth.
3. The challenges and limitations encountered in implementing pedagogical frameworks.

Through a comparative analysis of the cases, commonalities and unique practices are identified, offering a nuanced understanding of how pedagogical support can be optimized to promote students' subjective position.

D. Ethical Considerations

The research adheres to ethical standards to ensure the integrity of the study and the protection of stakeholders involved in the analyzed programs. Although this study relies primarily on secondary data, ethical approval is sought to review institutional documents and participant reflections. Anonymity and confidentiality are maintained for all participants whose data are included in the case studies.

E. Strengths and Limitations of the Methodology

The combined use of literature analysis and case study research offers a robust methodological framework. Literature analysis provides a comprehensive theoretical grounding, while case studies offer practical insights, making the findings both academically rigorous and practically relevant. However, the reliance on secondary data may limit the depth of understanding in certain areas, and the findings are context-dependent, potentially reducing their generalizability to other educational settings.

4. Research Findings and Conclusions

This chapter presents the findings of the study, which sought to understand the role of pedagogical support in volunteer activities as an educational resource for fostering the development of students' subjective position. Drawing upon an extensive review of relevant literature and the analysis of case studies, the research has highlighted significant connections between structured pedagogical practices and the development of students' personal and social identity, values, and attitudes.

Through the integration of theoretical insights and practical examples, the study found that pedagogical support in volunteer programs plays a crucial role in guiding students through transformative learning experiences. These experiences contribute not only to their academic and professional development but also to the development of their subjective position in society, influencing their self-perception, sense of responsibility, and engagement with broader societal issues.

A major finding of this research is that the intentional design of volunteer activities, supported by pedagogical frameworks, can significantly enhance students' capacity for self-reflection and critical thinking. The case studies analyzed in this research illustrate that when pedagogical support emphasizes reflection, students are able to connect their volunteer experiences with their personal values and identity. This reflective process encourages students to question their assumptions, recognize their biases, and develop a more nuanced understanding of the world around them. Moreover, the integration of mentoring and guidance from educators during volunteer activities allows students to process their experiences in a meaningful way, facilitating their emotional growth and helping them make sense of their roles in the larger societal context.

In addition to fostering self-awareness, pedagogical support was found to nurture students' sense of autonomy. By providing students with opportunities to make decisions, take on responsibilities, and engage with diverse community members, volunteer programs guided by pedagogical principles contribute to the development of students' agency. The research

highlights how students' active involvement in community-based projects not only strengthens their problem-solving abilities but also empowers them to take ownership of their learning. In this context, autonomy is not merely about individual independence but is also about students' ability to participate meaningfully in collective social efforts, contributing to societal development in ways that align with their values and beliefs.

Furthermore, the case studies demonstrated that pedagogical support in volunteer activities helps students develop a greater sense of social responsibility and ethical awareness. As they engage with real-world issues, students are not only taught about the importance of civic engagement but are also actively involved in addressing pressing social challenges. By working in teams, participating in community development projects, and reflecting on their impact, students come to understand the interconnectedness of their actions and the broader social, political, and environmental consequences. This sense of responsibility is fundamental to the development of their subjective position, as it helps them situate themselves within a larger societal framework and take ownership of their roles as citizens and leaders.

A key takeaway from the research is the recognition that pedagogical support must be context-sensitive and adaptable to the needs of different student groups and volunteer settings. The case studies revealed that volunteer programs with flexible and responsive pedagogical strategies were more successful in fostering students' subjective position. Programs that allowed for student input, encouraged critical discussion, and provided opportunities for leadership and decision-making were more likely to produce lasting personal growth. However, the research also uncovered challenges faced by educators and administrators in implementing such pedagogical frameworks. These included resource constraints, varying levels of student engagement, and the difficulty of balancing academic learning with the emotional demands of community work. Despite these challenges, the benefits of pedagogical support in enhancing students' personal development and sense of social responsibility were evident.

The literature review further corroborated these findings, indicating that pedagogical support in volunteer activities is not only a tool for personal growth but also a means of fostering broader social change. The integration of service learning and community engagement within educational settings provides students with the skills and perspectives necessary to navigate complex social and ethical issues. Moreover, by reflecting on their volunteer experiences and engaging in structured discussions, students develop a deeper understanding of societal issues and their roles in addressing them. This transformation is key to the development of their subjective position, as it enables them to see themselves as active contributors to the world around them, rather than passive recipients of education.

In conclusion, this research underscores the importance of pedagogical support in volunteer activities as a critical resource for the development of students' subjective position. The findings highlight the transformative potential of volunteer

programs when they are intentionally structured to foster reflection, autonomy, and social responsibility. By providing students with opportunities to engage in meaningful community work, supported by pedagogical frameworks that emphasize critical thinking and personal development, educators can help students develop a deeper understanding of themselves and their roles in society.

The study also emphasizes the need for further exploration of how different pedagogical strategies can be tailored to specific student populations and volunteer contexts. Future research could investigate how technological tools and digital platforms can enhance pedagogical support in volunteer activities, particularly in a post-pandemic world where remote and hybrid volunteer opportunities are becoming more prevalent. Additionally, exploring the long-term impact of volunteer-based pedagogical support on students' career trajectories, social engagement, and civic participation would provide valuable insights into the enduring effects of such educational interventions.

In sum, pedagogical support in volunteer activities is not just an auxiliary component of higher education but a fundamental part of nurturing well-rounded, socially responsible, and critically engaged individuals. The research demonstrates that by integrating pedagogical principles into volunteer programs, educational institutions can play a pivotal role in shaping students' subjective positions, preparing them for leadership roles in an increasingly complex and interconnected world.

5. Research Limitations, Significance, and Future Directions

This chapter discusses the limitations of the study, its contributions to the field, and potential avenues for future research. The limitations address the scope and methodological constraints that may influence the interpretation of the findings. The significance highlights the study's academic and practical contributions to the understanding of pedagogical support in volunteer activities as a tool for fostering students' subjective position. Finally, the future directions section outlines potential areas of exploration to expand on the findings and develop the field further.

A. Research Limitations

While this study provides valuable insights into the role of pedagogical support in volunteer activities and its influence on the development of students' subjective position, several limitations must be acknowledged. These limitations, though not diminishing the contributions of the research, highlight areas where the study could be enhanced or refined in future investigations.

Firstly, the research relies on qualitative methods—primarily literature analysis and case study research—which, by nature, are limited in terms of generalizability. The case studies, while providing rich, contextualized insights, are drawn from specific volunteer programs at certain universities, meaning their findings may not fully capture the diversity of pedagogical strategies used across different institutions, regions, or countries. The programs analyzed in this study represent a

specific subset of volunteer activities that may not encompass the full spectrum of service-learning opportunities available to students. Consequently, the findings may not be universally applicable to all volunteer settings or educational contexts.

Secondly, the study is limited by its reliance on secondary data from institutional reports, participant reflections, and interviews with program coordinators. Although these sources provide important perspectives, they may be biased by the subjective experiences and perceptions of the individuals involved in the programs. For instance, coordinators and mentors may emphasize the positive aspects of the programs while downplaying challenges or limitations. As a result, the study may not fully capture the complexities of the pedagogical support process, particularly in cases where the support system faced difficulties in implementation or lacked adequate resources.

Furthermore, the study's reliance on existing literature may have introduced a bias in the selection of sources. While the literature review aimed to include a wide range of perspectives, it is possible that certain theoretical frameworks or case studies were overlooked. The literature on pedagogical support in volunteer activities is still evolving, and the lack of comprehensive studies in certain areas, such as digital or remote volunteer activities, might have constrained the depth of analysis in these emerging fields.

Lastly, the scope of the study is limited to volunteer activities within higher education settings. Although the findings can be applied to other educational contexts, such as secondary education or vocational training, the unique characteristics of university-based volunteer programs may not be fully transferable to these settings. The socio-cultural context of higher education, with its emphasis on personal development, academic achievement, and social engagement, may differ significantly from other educational environments, requiring further exploration to understand the role of pedagogical support in volunteer activities outside universities.

B. Significance of the Study

Despite these limitations, the study offers several important contributions to the academic field and practical applications. From a theoretical standpoint, the research advances the understanding of how pedagogical support in volunteer activities contributes to the development of students' subjective position. It provides a comprehensive framework for understanding the interplay between pedagogical strategies, student engagement, and personal growth within volunteer programs. The study offers empirical evidence that pedagogical support is not merely an ancillary aspect of volunteer work but a central element that can significantly influence the outcomes of service-learning experiences.

The research also contributes to the broader field of experiential learning by showing how structured pedagogical support enhances the reflective and transformative potential of volunteer activities. By emphasizing the role of reflection, mentorship, and guidance, the study underscores the importance of intentional pedagogical design in volunteer programs. This finding is particularly relevant to educators,

program coordinators, and policymakers seeking to improve the educational value of volunteer activities and integrate them more effectively into curricular frameworks.

From a practical perspective, the study offers valuable insights into how volunteer programs can be designed to maximize their impact on students' personal and social development. By demonstrating the ways in which pedagogical support fosters critical thinking, autonomy, and social responsibility, the study provides concrete recommendations for educators who wish to incorporate these principles into their volunteer-based programs. The findings highlight the need for clear pedagogical frameworks that align with the goals of service-learning, ensuring that students receive the guidance necessary to connect their volunteer experiences with their academic and personal growth. Moreover, the study's emphasis on the relationship between pedagogical support and subjective position development provides a basis for further exploration of how such programs can be adapted to meet the needs of diverse student populations. The research suggests that pedagogical strategies should be flexible, context-sensitive, and responsive to the varying needs of students, enabling them to develop a deeper understanding of their roles in society and the world around them.

C. Future Research Directions

Building upon the findings of this study, several directions for future research can be identified to further explore the role of pedagogical support in volunteer activities and its impact on students' development.

One key area for future research is the exploration of the long-term effects of pedagogical support in volunteer programs on students' career trajectories and social engagement. While this study focused on the immediate educational outcomes, it would be valuable to investigate how participation in pedagogically supported volunteer activities influences students' career choices, leadership capabilities, and civic participation in the long run. Longitudinal studies could shed light on how these experiences shape students' attitudes toward social issues, community service, and their professional roles in society. Another avenue for future research is the examination of pedagogical support in digital or remote volunteer activities. As volunteer opportunities increasingly shift to online platforms, particularly in the wake of the COVID-19 pandemic, it is essential to understand how pedagogical frameworks can be effectively adapted to these new formats. Investigating how virtual mentoring, online reflection, and digital service-learning projects can contribute to students' subjective position development would provide valuable insights into the evolving landscape of volunteer education.

Furthermore, comparative studies between different educational systems, countries, or cultural contexts could offer a deeper understanding of how pedagogical support in volunteer activities varies across diverse settings. Such research could explore how cultural norms, societal values, and institutional structures influence the design and impact of volunteer programs. Cross-cultural studies could also highlight best practices and innovative approaches that could be applied

globally to enhance the pedagogical value of volunteer work.

Another promising area for future investigation is the integration of technology into volunteer-based pedagogical frameworks. Given the increasing role of digital tools in education, research into how technology can enhance reflective practices, facilitate communication between mentors and volunteers, and support students' learning in service activities is crucial. Exploring the potential of virtual reality, gamification, and other emerging technologies to enrich the volunteer experience could open new avenues for educational innovation.

Finally, future research could examine the relationship between pedagogical support in volunteer activities and the development of specific emotional and social skills, such as empathy, collaboration, and conflict resolution. While this study focused on broad concepts like autonomy and social responsibility, more detailed investigations into the emotional and social outcomes of volunteer programs could provide a nuanced understanding of how pedagogical support influences these critical aspects of personal development.

D. Conclusion

In conclusion, this study has provided valuable insights into the role of pedagogical support in volunteer activities as an educational resource for the development of students' subjective position. Despite the limitations inherent in the research design, the study contributes to both theoretical and practical knowledge, emphasizing the importance of intentional, reflective pedagogical frameworks in volunteer programs. The findings have important implications for educators, program coordinators, and policymakers seeking to

enhance the educational value of service-learning and volunteer activities. Future research can build upon these findings to explore new contexts, methodologies, and dimensions of pedagogical support, further enriching our understanding of how volunteer experiences can shape students' personal and social development in the 21st century.

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