

On the Issue of Sociocultural Adaptation and Integration of Youth in Modern Russia

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Abstract—The features of sociocultural adaptation and integration of youth in modern Russia are considered in this article. The need to create conditions for successful person socialization is underlined. The rapid growth of the role of education in the formation of the person's life position, personal views, opinions, assessments about surrounding world and phenomena of sociocultural reality is singled out. The main directions of modern educational policy development in Russia on the implementation of the competence approach in the system of higher vocational education are considered. The purposes of modern education are defined aimed at developing professional and personal qualities of a graduate who can realize himself in a diverse and dynamically developing reality. Competencies are formulated that provide the future specialist with the opportunity to solve professional and creative tasks determined by the social order of society, in the conditions of changing sociocultural situation.

Keywords—sociocultural adaptation and integration, socialization of the person, modern educational policy in Russia, realization of the competence approach, competence.

I. INTRODUCTION

In modern Russian society, political and economic transformations result in such consequences as the problems of sociocultural adaptation and integration of young people. Assessing the situation in which the modern Russian youth turned out to be, it should be noted that it underwent serious trials, primarily related to the weakening of social health. The formation of modern youth takes place in difficult conditions of old values changing and formation of new social relations. Therefore, young people are confused, have unbelief in the future.

To study the issue of sociocultural adaptation and integration of youth as a subject and object of socialization, various approaches to these concepts should be considered.

For the first time the concept of "sociocultural" was introduced into science by P. Sorokin, he singled out the integral basis and organic unity of all parts of society. N.V. Mahanko under sociocultural adaptation understands the process and result of adaptation of social groups and individuals to changing natural and social conditions through changes in the forms of sociocultural organization and regulation, social and cultural institutions of society [15].

D. Matsumoto identifies ethno-cultural adaptation as the process of active adaptation of the individual to conditions of another ethnocultural environment on the basis of the individual's target and value orientation on the choice of an adequate strategy of behavior and positive ethnocultural identity. [14].

According to the prevailing opinion in sociology, integration is considered as the degree of coincidence (consistency, similarity) of views, orientations, attitudes, opinions of the group members in relation to objects (phenomena, persons, events, purposes and values), especially meaningful for group life activity. Social integration is the process of transforming weakly connected objects (individuals, groups) into a single integrated system that characterizes the coherence and interdependence of its parts on the basis of common goals and interests [11].

According to A. N. Meirambekova, the young generation being included into social relations and identifying with them integrates into society. The given process in the social relation appears as changing place in the social structure by youth that is as the certain orientation of its social mobility [16].

Analysis of philosophical, sociological, culturological and pedagogical concepts dealing with the problems of sociocultural adaptation and integration of youth (Barannikova E.G., Evstyukhina M.S., Kolova S.M., Korkmazov A.Yu.,

Malhozova R.K., Manuilov V.F., Petrov A.Yu., Sergeeva T.B.) shows that to solve the stated problem, it is necessary to create conditions for successful socialization and integration of the individual by changing the forms of organization and regulation of education institution and developing educational strategies.

It is possible to single out at least two levels in the solution of the indicated complex problem that determined the purpose of the present work: first, on the basis of an analysis of the leading trends in the development of higher professional education, pedagogical theory and practice, to determine the initial prerequisites for the formation and content of a sociocultural competence contributing to a successful development of all stages of adaptation and integration among students, and secondly, to develop scientific and methodological support for the process of forming sociocultural competence of technical university students, to create in the experiment and practically to test pedagogical conditions for the formation of sociocultural competence of technical university students.

II. THEORETICAL PART

The role of education in the formation of a modern young man personality is growing rapidly. School and university significantly affect the process of adaptation of a young man. However, the sociocultural situation becomes more complex and demanding for the institution of education [6]. In this regard, there has been a tendency for the development of higher professional education, oriented towards the formation of the sociocultural competence of students of an educational institution [9].

The competence approach became the result of new requirements for the quality of education. The essence of this approach is that the learning objectives represent a triad - "ability to act", "being able to be" and "ability to live" [4]. The use of the competence approach allows eliminating discrepancy between the existing education and the real educational needs of the society.

Under the social and cultural competence of the future specialist, modern authors understand the set of knowledge and skills in the field of national and universal culture, assimilated by him in the course of socialization and supplemented with elaborated value-semantic directions in professional activity [12].

N.V. Kuzmenko singled out key competencies that graduates should master in the education process: the ability to take responsibility, to make decisions jointly, to regulate conflicts peacefully and to show mutual respect in society [8].

Sociocultural competence of a modern engineer is structured into overall professionalism of an engineer and is a triune system consisting of: 1) cultural knowledge, skills and habits of universal and national importance; 2) value-semantic orientations in the profession; 3) the social and psychological maturity of an engineer, his achievements in developing relations with himself, with other people and with the world as a whole. This system is concretized in the structure of the sociocultural competence of an engineer, which is represented by the motivational-valuable, emotional-volitional

components, as well as theoretical, practical-analytical and practical sociocultural competences [3].

The process of forming the sociocultural competence of future engineers is carried out in three stages (the first stage - general cultural - is the stage of building an identity with the national and universal culture, the second stage - the professional and cultural - is the stage of identification with the engineering profession, the third stage - the sociocultural - is the stage formation of social and psychological maturity of the future engineer).

Each stage of the formation of socio-cultural competence involves the use of certain forms and methods of student's learning activity: in the first stage there is use of forms and methods involving emotionally rich methods of submitting educational material (seminars-conferences, seminars-discussions, seminars-reflections); at the second stage - there is use of forms and methods that motivate educational activities of students, stimulating the manifestation of initiative (lectures, polemics, abstracts, dialogues, research seminars); at the third stage - the use of forms and methods that contribute to formation of a holistic "I" of the future engineer (lectures - polyphonies, lectures - conversations, lectures - panoramas, creative labs, business games) [1].

Formation dynamics of sociocultural competence of future engineers occurs under certain pedagogical conditions. The system of these conditions includes the following blocks: 1) Methodological block. The competence approach as a general methodology of sociocultural training of a modern engineer is concretized in the axiological, culturological, personal-active and polysubject approaches; 2) Target block. The purpose of sociocultural training of future engineers is the formation of sociocultural competence, which determines the ability of a specialist in effective personal development in a wide range of social and professional situations; 3) Content block. The content of the process of sociocultural training of future engineers should be developed taking into account interdisciplinary connections and use the potential of humanities and elective courses; 4) Technological unit. The technology of sociocultural competence formation is based on a system of didactic principles: continuity, consistency, systematic and problematic ones.

III. PRACTICAL RESEARCH RESULTS

1. The content of the author's elective course "Sociocultural training of a modern engineer" was developed.

2. Various forms and methods of students' learning activities have been developed: lectures-polyphonies, lectures-polemics, lectures-conversations, lectures-panoramas, seminars-conferences, seminars-discussions, seminars-reflections, creative laboratories on sociocultural themes.

2. Within the framework of interdisciplinary relations, lectures and practical exercises on the courses "Basics of sociocultural integration and adaptation", "Conflictology", "The North Caucasus in the history of Russia", "Foundations of Orthodox culture", "Islam in the Caucasus", "Legal, organizational and financial bases of counteraction to terrorism", "Foreign language", including sociocultural subjects.

3. Various social and cultural events were tested with students: contests, literary evenings, charitable and social events, debates, round tables, etc.

4. The characteristics of the levels (high, medium, low) of the formation of sociocultural competence of future engineers are presented and methods for their diagnostics are developed.

5. It has been experimentally proven that the formation of sociocultural competence of future engineers occurs when using the potential of humanities, elective courses, extracurricular activities and the use of personal-oriented learning technologies that allow them to develop their creative activity.

IV. CONCLUSIONS

Sociocultural competence of a modern engineer is structured into the general professionalism of a specialist and represents a triune system consisting of: 1) cultural knowledge, skills and habits of universal and national importance; 2) value-semantic orientations in the profession; 3) social and psychological maturity of the engineer. This triune system is concretized in the structure of sociocultural competence of an engineer, which is represented by motivational-valuable and emotional-volitional components, as well as theoretical, practical-analytical and practical sociocultural competences.

The formation of sociocultural competence occurs at certain stages: general cultural - the stage of building identity with national and universal culture; professional-cultural - the stage of identification with engineering profession; sociocultural - the stage of the formation of social and psychological maturity of future engineers.

Sociocultural adaptation and integration of youth remains one of the main problems in society. There is a rapid increase in the role of education in the formation of a person's life position, its views, opinions, assessments about the world around, phenomena of sociocultural reality. Thus, the implementation of a competence approach in the system of higher professional education is the main direction of modern educational policy development in Russia. The purposes of modern education are aimed at the development of both professional and personal qualities of a graduate who can realize himself in a dynamic reality and ensure his successful integration and adaptation in changing conditions of the global world.

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