

The Role of Education in the Process of Socialization of Youth

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Abstract—The main historical stages of education development, its features at each stage and its role in youth's socialization are considered. Within the framework of sociological knowledge, education is viewed as a social institution that performs economic, social and cultural functions in society. However, there has not always been such understanding of education importance in young people's socialization. In this paper, the author analyzes the status and transformational change of educational function in the social order of different eras, starting from the primitive time, when experience, knowledge and skills were not transferred in special conditions, but in the joint activities of all members of the tribe and to the current role of education. Today education is a stable form of organizing social life and joint activities of people, in the process of which education, development and socialization of individuals are performed. Nowadays education defines many life parameters of a person, society, state, man-caused changes and even destruction of nature. It preserves and transmits knowledge, develops natural abilities, promotes the growth of intellectual potential of the society, personality, and state. Education status and its role changes from era to era, and in the modern era of social and technological development, it must meet not only the market needs, but also take into account the features of modern transformation processes of the world in its training programs.

Keywords—education, socialization, youth, society.

I. INTRODUCTION

Education is one of the most important stages of youth's socialization in the modern world. The level and quality of education the society can give to the younger generation forms the further development of the country. One of the key parameters for determining a person's place in the social stratification system of the society, along with such parameters as income, power, prestige, is educational sphere [1]. Education and upbringing play an important role in any society as the main stages of youth's socialization. Society in different eras and periods had different ways of development, underwent considerable changes in the field of education and youth's involvement in educational system therefore it is necessary to trace the main dynamics of changes occurring in educational systems of different eras [8]. Education is the key foundation for social development, shows certain moral norms and attitudes of the society to the younger generation, and is the growth factor of the economy, culture and technology base of any country as it is noted in the article by E.A. Dergacheva and N.N. Chernetsova [4].

The current state of education and dynamically developing science and technology provide a great range of opportunities for people to adapt in society, and to develop successfully their

professional skills [7]. Young people are a social group that is easily subjected to external influences, and the future of modern society depends on its social position. The current extent of formation of educational bases and opportunities will determine the realization of skills of the younger generation for the benefit of the country [9].

The main interest of the author is focused on the analysis and study of the peculiarities of youth's socialization and the role of education for youth's socialization in different periods of social development. Such research allows to reveal positive and negative trends of development and consequences of this or that educational policy, and also gives a chance to build the most efficient form of educational resources for young generation. The priorities of scientific and technological strategies for the world development dominate in modern society. Young people find themselves in a situation of uncertainty of choice, values, adaptation, and search for their future.

II. DISCUSSION

The brief description given to the stages which have existed at different periods allows to see the dynamics of complication, unification of education and also strengthening of the young generation's involvement in the educational systems established in the society [16].

1. The period of primitive community development is characterized by the fact that in the process of evolution of homo sapiens the need to transfer knowledge and social experience to the younger generation is formed. With in education process of that time there was no differentiation on any groups according to the degree of importance in the community, education was equal for all. The main task of the older generation was to form skills and abilities to protect themselves from natural disasters and in general from natural phenomena (heat, cold, rain, etc.) [10]. There were no specialized forms of educational activities at the initial stage of the society development. It should also be noted that education of younger generation was not given any separate time, that is, training took place in the joint activities of all members of the communities. Independent copying of actions from older generation was the main way of getting social experience. Imitating, children and teenagers learned self-service skills, norms of behavior and speech. With the development of society and the formation of the institution of the family methods and forms of education are characterized by a greater focus on teaching certain skills, conveying certain moral values and norms of behavior. The main purpose of the primitive educational process was to develop work skills which

later served for the benefit of the family and the community [11].

2. The development of ancient Eastern civilizations (China, India, Assyria) is characterized by appearance of educational process with taught practical and theoretical courses. The needs of society changed, and there were changes in education as well. Training of younger generation goes beyond the family, classes are held mainly in temples. There appeared the first prototypes of schools. The choice of subjects is caused by the needs of society in literate people able to read, write and follow religious dogmas. Educated people held a special place of honor in the hierarchy of society. However, only representatives of wealthy families had the opportunity to teach their children in schools, because education was fee-based. Children of the poor continued to receive only home-based applied education.

3. Education reached its heyday in the period of Antiquity. Education in Ancient Greece had two main systems: Spartan and Athenian. Spartan educational system in our time has a metaphorical meaning and is characterized by a special severity in the selection of students, asceticism and the training program including lessons of physical education directed at developing endurance, strength, agility. Athenian system in comparison with Spartan system was aimed at the comprehensive development of personality, developed both physically and spiritually. In the ancient period there were many scientific schools, trends and directions in various fields of science.

4. The era of the Middle Ages (V-XVI centuries) is characterized by the faith cult and the boundless strength of the Church rules. The most important source of knowledge and the basis of all studies were the Bible, the writings of Church fathers, and theological literature. Unlike Spartan education, ideas of saving the soul were the most significant, and physical development, doing exercises were considered wrong and sinful. The right for education was given only for high castes, the lower social strata were limited to home studies again. It was in the Medieval Times that physical punishment was developed as the most effective way to convey knowledge to young people.

5. Everything greatly changed in the Renaissance (XVI-XVII centuries), when the society established the idea that man is the apex of God's creations, and the highest value. A new cultural paradigm - the paradigm of humanism - arose in Europe. Education, although fee-based, became more open to all social strata. There appeared new forms of education associated with founding first institutes and universities. Classes and types of control became more like modern ones. The first higher educational institutions gave a very powerful impetus to the activation of intellectual and social life [12].

6. The era of Modern Times (XVI-XX centuries.). During this period, the development of the principles and ideas formed in the Renaissance continued. All kinds of political, economic, cultural and technological changes had their impact on the development of society. Moral principles were transformed and the roles of different social groups were reinterpreted. The primary task that society set for education was to make education affordable to everybody. Gradually the national language became the main language of education. The main subjects were the lessons of reading, writing, counting, but there were also introduced subjects increasing knowledge of young people

about the world, the ways of its structure, phenomena occurring in nature and society. The educational program was improving and becoming more complex. Almost every country had its own unique system of education, different kinds of schools and universities. Higher educational institutions began to carry out specialized training of future specialists, pedagogical, technical and military institutes were opened [2].

7. In the nineteenth century subject-oriented education was actively promoted in secondary school, but classical education with basic disciplines continued to exist. The 20th century is characterized by both differentiation of society and its integration. Educational systems of different countries were correlated according to the needs of society. Both unique, specific peculiarities of educational systems of different countries as well as common features similar for all were found out. Education got widespread and primary and secondary education became compulsory in many countries [15]. In the twentieth century church and religious school continued to exist. Private educational institutions with good facilities and equipment in classes, developing and individual training programs were available only for the rich social strata. The basic system of education was formed, which included the primary, secondary and higher levels of education. Education is open not only to different social strata according to their well-being, but also to people of different ages who want to study and master a profession.

8. The current century according to the level of development of educational process can be called "the age of education" [8]. The global community has taken measures to integrate raining in higher educational institutions. The European community in the 20th century came to the idea of creating a single educational space, involving the unification of a large number of countries. This unification of European countries for an integral and common way of development was called Bologna process according to the place of signing the Declaration in the town of Bologna. The key provisions adopted nineteen years ago in this Declaration are still valid: postgraduate education implies the possibility of employment of European citizens, as well as increasing the competitiveness of European educational system. According to Bologna process, there are two cycles of training; a special place in this system is given to students' mobility (credit system), thus, according to this provision after graduating from a bachelor's degree a student can continue his/her education at a master's program at any other University in the country which is a participant of Bologna process; this process involves the implementation of academic exchanges and mobility not only of students but also of lecturers; common standards and methods of training are introduced and; the control system involves not only special organization but also organization of internal quality control [13].

9. These criteria can be implemented through new technologies and as a result of globalization of society provide great opportunities for innovations such as new forms of energy, medical advances, restoration of ecologically devastated areas, communications, researches in space and in the depths of the world ocean [6]. However, as E.S. Demidenko stresses, under the influence of scientific and technological revolution and urbanization there is a growing process of technosphereformation on the planet, and together with it destruction of the biosphere, moreover, the active components of the latter break

approximately 10 times faster than they are recovered by biologicals. This can be proved by the following facts: in the XX century more than half of forests were cut down, a third of agricultural lands and their humus layer were destroyed; a third of the planet's organic matter – deposits of the previous stages of the biosphere evolution – was burned. At the same time, the artificial environment per person increased by thousands of times. Besides, according to the author, the transformation of the human body and its natural qualities – physical, physiological, mental, genetic, and others becomes stronger. Man gets more integrated with technologies and technosphere as a whole [18]. Technocratism of society affects all levels of activities and, as well, has a certain kind of reflection in the field of education. Additional disciplines such as ecology and valeology are introduced into the educational process of schools and universities for thorough and sustainable understanding of the younger generation to treat and coexist with nature properly [17].

III. CONCLUSION

Harmonious development and a high level of well-being of society are possible only with the thorough training of the younger generation, so it is very important in the field of education to pay attention to the formation of high-quality, multi-component, informative and technologically based training. Education changes from era to era, and in the modern era of social and technological development, it must meet not only market requirements, but also take into account peculiarities of modern transformation processes in its educational programs. So far, such an integrated approach to training, including integrated social, artificial and natural processes of the world development, is not presented both in the Russian and international educational environment. Education is focused on the study of certain professional functions that will be useful for future employment of young people. But these functions are only fragments in understanding the whole picture of the world. Generalized understanding of the world would help young people not only integrate successfully into adulthood, but also consciously and responsibly direct their professional activity to the preservation of the natural environment as a basis for continuation of the life of new generations.

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