

Socialization of Students' Personality in the Process of Polytechnic Education

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Abstract. Identification and evaluation of the level of socialization of the students necessary link of the pedagogical process, giving information about the implementation of educational goals that are essential for further programming and regulation of education, to manage the development of students' personality. The criteria that allow to judge the level of socialization of technical University students are: cognitive, motivational, practical. Socialization of the personality of students of technical universities in the system of educational activities of the youth organization is the most important way of effective professional self-determination, self-development of a person, which determines his creative essence.

1. Introduction

Providing the high level of training specialists, taking into consideration the requirements of modern economy, industry, science and culture is one of the modern professional and pedagogical education aims. Achieving this goal is absolutely possible if vocational education is focused on meeting the needs of the personality of the future specialist in high-quality training at university. At the same time, a special place is occupied by the problems of culture, development, self-development, self-education, self-realization of a specialist of any profile. Thus, the socialization of students is an important aspect.

The concept of socialization is the basis of many phenomena and processes leading to the formation and functioning of the individual as a subject of social relations that determine the direction of its formation. The whole range of scientific disciplines (such as sociology, psychology, anthropology, pedagogy, etc.) study the problem of socialization. Due to the interdisciplinary nature of this concept and some of its diversity, in modern science there is no unambiguous definition.

Pedagogy is a complex-integrative science and considers socialization from the side of educational specificity. R G Gurova says that one of the most important sociological problems of education is "...social determinism of education, the interaction of the effects of education and the environment on the social formation of the individual, the impact of education on the reproduction of society and social progress" [1].

Addressing the problem of socialization, scientists-teachers (B Z Vulfov, A V Volokhov, M I Rozhkov, etc.) consider socialization at all age stages in its two aspects: 1) pedagogy of education explores the essence of education (i.e., regarding the socially controlled part of socialization), its prospects and trends, determines its principles, content, forms and methods; 2) the sociology of education studies society as an environment in which socialization takes place, reveals its educational

opportunities to find ways and means of using and strengthening positive effects on a person and leveling, compensation and correction of negative ones [2].

The content of the socialization process is determined by the fact that any society is interested in the fact that its members successfully master the roles of men or women (i.e., in successful gender-role socialization), could and would like to participate competently in productive activities (professional socialization), created a strong family (learned family roles), were law-abiding citizens (political socialization), etc. All this characterizes a person as an object of socialization. However, a person becomes a full member of society, being not only an object, but also a subject of socialization.

An important aspect of the study of socialization is the phasing.

G M Andreeva offered a list of stages of socialization: before work stage, while work stage, after work stage. I. V. Solodnikova added its institutions (see table. 1) [3].

Table 1. Stages and institutions of a personality's socialization.

Socialization stages	Socialization institutions
Before work stage	
Early stage – since birth till a child's going to school	Parental household. Pre-school institutions.
The stage of studying (includes the whole period of youth)	School. Colleges. High schools/Universities.
Work stage	
It covers the period of a person's work activity	Work communities/corporate wholes. Family.
After work stage	
Retirement age of a person	Civil society organizations. The children's families.

Selection given in the table stages of socialization seems to us heuristic due to the fact that the transition from stage to stage qualitatively changes the mode of human life in terms of the whole life. At the before work stage of socialization of the individual is a mode of acquisition, assimilation of social experience of mankind, enshrined in the culture of the society in which the individual is formed. On the work dominant is the mode of return, productivity, which has a specific tender: mainly creativity in different forms for men, and the birth and upbringing of children for women. The after work stage of socialization is dominated by the mode of limitation, self-limitation, understood by us as a compensatory mechanism aimed at preserving and maintaining the achieved level of health, social relations, psychological and social activity.

The University as an institution of socialization refers not only to its before work stage, but rather occupies an intermediate position between the stage of training/studying and work. This is due to the fact that the student age (full-time students - study is the main activity) is not related to employment and occupies an intermediate position between the primary and secondary periods of socialization. Although a certain part of students while studying at the University is engaged in various types of work (combine work with study about 37 % of full-time students, and in senior courses - about 76%) [4,5]. In addition, the student age has conditional chronological boundaries due to the abolition of the age limit for admission to the University, and can capture periods of youth, early maturity and maturity.

2. Materials and methods

Identification and evaluation of the level of socialization of the students necessary link of the pedagogical process, giving information about the implementation of educational goals that are essential for (further programming and regulation of education, to manage the development of

students' personality. The criteria that allow to judge the level of socialization of technical University students are: cognitive, motivational, practical.

The first criterion allows us to judge the assimilation of students of the content of the activities of youth organizations, mastery of skills. The criterion is characterized by a system of quality indicators that determine the most stable properties of the object, as well as quantitative indicators that are set by certain scales of measurement. Indicators of performance in our case is the coefficient of completeness of assimilation of the concept of "socialization", the coefficient of completeness of the implementation of the method of activity of students; the coefficient of completeness of assimilation of connections and relations of elements of socialization; coefficient of completeness of independent performance of the maintenance of civil actions.

The second criterion allows to evaluate the motivations and impact of various activities (personal meaningful social activities) on the socialization of students in the activities of youth organizations. At the same time, the main performance indicators are the indicator of the level of civil position of students and their fulfillment of assignments, tasks, General tasks in the activities of youth organizations.

The third criterion is the social orientation of students. The indicator of effectiveness is the coefficient of social orientation, calculated by the coefficients of cognitive, emotional and behavioral attitude of students to socialization in youth organizations. All criteria and their indicators form an integrative unity and form the basis for determining the level of socialization of students. Selection of methods was carried out in accordance with the selected criteria and indicators. The mechanism of translation of these quantitative indicators into qualitative ones in our study was the levels of socialization of students in the conditions of Polytechnic education.

3. Results and discussion

The peculiarity of students as a certain group of young people is that, being in the process of their social formation, they are characterized from the very beginning of their studies by belonging to one of the socio-professional groups, which differ significantly both in the direction of professional interests, content, structure of the organization, and in the future status of "specialists with education".

The existing distribution of professional areas in the field of education, especially educational institutions of different profiles provide orientation and nature of the course of socialization of students, socio-cultural context which has significant specificity: on the one hand, a certain way of life of students, behavioral attitudes, system requirements, due to the values, norms, traditions of the subculture, etc.; and on the other - a system of relations, determined by socio-economic, socio-political, socio-cultural conditions of life of society as a whole.

Education during the period of study at the University is an essential stage of socialization. At this time, the person as a whole completes the development of his life position, i.e. determines the attitude to the world and his own life in this world, moves to conscious self-development and self-education. Analysis of the current spiritual state and lifestyle of young people shows its obvious social disorientation. Negative attitude to reality, unwillingness to make professional and life choices are becoming more and more typical for young people. This makes it necessary to strengthen educational work with young people, improve its effectiveness [6].

Among the priority areas of socialization of students include issues of creative initiative, mobility, systematic views, conscious responsibility, entrepreneurship, independence, professional competence.

The development of independence is nothing more than a transition from the system of external management to self-government. All management requires information, information about the control object. In self-government, it should be the subject's information about himself. The level of self-awareness and the degree of complexity, integration and stability of the "image" are always closely related to the development of intelligence.

It is obvious that in modern conditions it is necessary to transition to a new sociocultural technology of socialization of the student, providing the action the absorption of universal standards of society, the maintenance of balance equilibrium and harmonization of the processes of social

integration and individualization, the formation of a socially integrated and successfully actualizing personality.

Thus, we can distinguish the following features of socialization of students in the socio-cultural context.

First, the process of social development of future professionals provide two periods of socialization: adaptation (changing attitudes and learning new abilities to act in an ever-changing society; adaptation to new conditions of study and life, defining a new rhythm of life of students) and professionalization (participation in the learning process, commitment to the future, focus on their profession, the successful development of students of the conditions of future specific employment, active research activities).

Secondly, the student age contains significant reserves for the natural inclusion of young people in socializing situations of knowledge, communication, creativity, development of new activities, new relationships and new social spaces, ensuring the full disclosure of the individual-special in the context of social and social. The specificity of the student's age is that there is an expansion of the living space of the individual (the diversity of the circle of communication, the diversity of social relations and relationships, the accumulation of a range of social knowledge, norms and methods of social interaction); intensively tested various social roles through the inclusion of students in active labor and social activities, provided awareness of their goals, life aspirations, development of the life plan [7,8,9].

Third, educational institutions as part of the socio-cultural space perform not only a specialized task aimed at the formation of a competent specialist in the field of professional activity, but also create conditions for the full entry of the individual into the multifaceted life of society. Socializing opportunities of the educational Institute in modern conditions provide active-subjective attitude of students to the social environment, the accumulation of extra-functional knowledge, skills, qualities of the individual that go beyond a certain professional training, freedom of self-division of the individual on the basis of a variety of development zones and situations of their choice - from self-expression to creative self-realization and self-assertion of the individual in the realities of modern society.

In our opinion, all these aspects can be taken into account in the organization of effective work of youth organizations, including sports profile.

We state an objective contradiction between the need of society in the training of socialized specialists with a high level of culture, on the one hand, and the low level of theoretical and practical development of the organization, content and conditions of socialization of students, taking into account the role of youth organizations, education culture, ensuring the effectiveness of the formation of social relations.

Our research shows that the resolution of this contradiction can be largely implemented in the system of vocational education and at the same time will help to improve its quality. At the same time, we note that this aspect of the solution of the problem is not given enough attention, both in theory and in practice. For example, educational processes in technical universities only to a small extent take into account the potential of youth organizations of students, educational programs are primarily aimed at theoretical and methodological aspects of professional activity, and pedagogical aspects, issues of education of socialized personality of future specialists are practically not affected.

If we talk about the reasons for the unsatisfactory state of vocational education, then, in our opinion, the first place can be put extremely low level of readiness of specialists in the social aspects of future professional activities. This is manifested in the attitude of team leaders to the activity (motivational formalism), and in relation to the performance (performing formalism) and evaluation of the results (evaluation formalism) of professional activity. In particular, we note the low level of professional readiness of specialists for collective action in solving professional problems.

All this is directly related to the activities of youth organizations as collectives.

The phenomenon of activity of students in youth organizations (due to both the specifics of the social situation of personality development in this environment, and the peculiarities of its psychological position) is manifested:

- in especially favorable opportunities of maximum realization of age and individual features of students, disclosure of internal potential creative opportunities, abilities, talents that satisfies need of each student to estimate itself in system: "I and my participation in life of society", to join the world of a profession, to show independence, independence, a subjective position both in collective, and in individual activity; to pass school of multidimensional communication, to show kindness, honesty, mercy, other important personal qualities in real life;
- in active, positive-active practical participation of students in the work of self-government in the micro-society; in the actual nature of the motives (having a personal meaning), which gives this activity a special success and importance for the individual (unfortunately, often regardless of the direction of activity — positive or negative);
- in the subject-practical and transforming nature of activity, the conjugation of its verbal, subject-practical and communicative forms - organized and unorganized, collective and individual, traditional and non-traditional, carried out both through various institutions and Amateur associations, as well as through the system of individual and family choice and design of forms and ways of spending free time, alternative home classes, etc.;
- in the peculiarity of goal setting as an essential property of activity (and at the same time — the initial component of its structure), which manifests itself in an independent goal setting and a clearly conscious idea of the results of this activity;
- in the absence of direct coercion on the part of teachers and managers, official educational structures, as well as in the current structure of communication (a variety of spontaneously emerging groups, the composition and activities of which largely determine the social and moral character of their young men and girls);
- in the predominance of interpersonal communication over inter-role, having a wide range, multi-level character. Such communication replenishes and affirms the interests of students in the process of exchanging activities with many people of different ages, life experience, professions, generations;
- in objective natural participation in the organization of this activity, to an assessment of its efficiency - families, a wide range of the persons making the nearest environment of youth.

The process of formation and enrichment of the work of both existing and new youth organizations is the key to professional readiness for collective action in solving professional problems, mobility, vitality and effectiveness of the renewed public consciousness and behavior of young people.

Complexes of educational activity of youth organizations, diverse and multivariate in "sets" of its types and forms, while maintaining the most important essential feature — the presence of both cultural and leisure, and socially useful activities. This creates real opportunities to regulate the relationship between the individual and her environment, to include the student in everyday life situations in which he can "take" from the environment, society, and "give" to the people around him, nature, society. Cultural and leisure and socially useful spheres of activity do not function separately, but interact, interpenetrate as two sides of a single process.

Cultural, leisure and socially useful orientation of youth organizations is realized by various combinations of the main types, means and spheres of activity - play, work, knowledge, sports, communication, art, which in an open micro-social environment are multifunctional (implemented recreational, educational, developmental, communicative functions), which stimulates the personal development of students. Practically around any object of activity (art, sports, search work, student cooperative, etc.) p.) can be deployed the entire complex educational influence in society [10,11]. The versatility of the object creates conditions for versatile contact with the individual, for its self-realization and self-development, education of General culture, health culture, moral relations, for artistic, physical, political education in society.

We believe that the socialization of the personality of students of technical universities in the system of educational activities of the youth organization is the most important way of effective

professional self-determination, self-development of a person, which determines his creative essence. The role of creativity is not limited to the use of heuristic methods in education, self-development is a motivated creative process of disclosure and development of students' abilities, conscious self-knowledge and self-education of the individual for the purpose of effective professional self-realization. The purpose and result of this process is the development of creative qualities and abilities, while the means and methods are determined by the capabilities of the individual to carry out this process

4. Conclusion

Thus, pedagogically oriented infrastructure of youth organizations provides:

- active subjective position of the student's personality, youth associations, groups, collectives in youth organizations;
- the pedagogical orientation of the infrastructure of youth organizations not only on students, but also on their immediate environment (primarily in the group), on their relationships, forms different age family-neighbor professional communities;
- adequacy of the content, forms and methods of educational impact age and individual characteristics of students, the specifics of the social situation of personality development in this environment and the uniqueness of its socio-psychological position;
- implementation of social and pedagogical assistance to unadapted students;
- favorable conditions for democratic management of social education with the priority of self-governing principles and the trend of gradual transfer of managerial functions to self-governing bodies
- on the basis of a reasonable ratio of formal and informal (informal) educational structures,

General and specific accounting, pedagogical interpretation and full use of the potential of youth organizations.

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