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Institutions and Agents of Socialization of the Young Generation of Russian Society: Problem Field of Sociological Research

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ABSTRACT

The article examines the problem field of sociological research of socialization of the young generation of Russian society. The article presents sociological methodological approaches to the analysis of agent deviations and dysfunctions of socialization institutions: institutional and spatial. The main institutional social spaces of socialization of the young generation are highlighted: family, school, organizations of additional education of children, higher educational institutions. Institutional and non-institutional agents and contexts of socialization are defined, their role and significance are described. Transformation processes that influence the socialization of the younger generation are indicated. Social deviations of subjects of socialization are shown: their value-normative distortions, deviations and dysfunctions. The social dangers of dysfunctions of socializing institutions and deviations of socializing agents are presented, and statistical data illustrating them are presented. The measures are suggested to overcome the negative trends of socialization of the younger generation of Russians.

Keywords: *Social space, Youth, Socialization, Institutions, Deviations, Dysfunctions.*

1. INTRODUCTION

The process of socialization lasts all life long. The main potential of the individual, its social structure is laid in the stages of childhood, adolescence and youth. Most of this process takes place in the family, school, organizations of additional education of children, as well as in institutions of secondary vocational and higher education.

The main function of connecting an individual to the social world is performed by parents, close relatives and teachers of different levels of education.

Serious social, informational, economic and political transformation processes in the country and the world, the emerging era of a new social reality, a new ethics, significant changes in the paradigms of upbringing and education cause interest in the topic of socialization of the younger generation of representatives of different fields of scientific knowledge: psychology, philosophy, economics, political science, pedagogy and, of course, sociology.

There is an obvious need for interdisciplinary research on the problem of socialization of the young generation with the involvement of sociologically competent specialists in research teams who act as agents of socialization at the same time.

The article is based on methodological principles of institutional and spatial approaches, analysis of text documents, secondary analysis of sociological data.

2. THE FAMILY SPACE

The family occupies a leading place in the process of primary socialization of an individual. Changes in values and behavioral attitudes, the interiorization of Western cultural codes, the restructuring of the functional structure – all these allows us to make a conclusion about serious transformation processes of the family institution – the transition from the traditional to the modern model, from traditional to modernist educational strategies.

Modern Russian families, trying to achieve a stable and decent material side of life, reduce the time resource for the socialization of children and address this functionality to other institutions, agents and social contexts.

The most obvious and traditional substitute for a parent is school. Socialization implies the ability to create communication links between people, and school classes just help to create a system of knowledge, norms and values that create a legitimate member of society from the individual. However, the educational process at school is complicated by the fact that a significant part of modern parents want their children to be brought up exclusively in the family. This year, the all-Russian center for public opinion research published the following data: 35 % of parents believe that the powers of a class teacher and a subject teacher are exaggerated, and only 33 % believe that the school should be engaged in education [1].

The weakening of traditional institutions – families and schools, as well as their agents – parents and teachers, leads to an increase in the influence of non-institutional contexts of socialization. This is also facilitated by the phenomenon of protest behavior of children in relation to family and school education. According to Gehan EL Nabawy Ahmed Moawad, the Professor at the largest Egyptian University of Mansour, for these reasons, socializing processes often develop in street groups of peers and in the virtual environment of the Internet. [2]

Street socialization in peer groups takes place in conditions of lack of proper parental control, psychological trauma or alienation in the family. In 2020, 525084 crimes committed in public places were recorded, 27156 crimes were committed by minors. [3] The consequence of street education often becomes drug addiction. Drugs are now becoming part of the youth subculture, a necessary component of communication in the adolescent and youth environment and are gradually replacing alcohol as an attribute of youth entertainment activities. In general, over the past five years, there has been a slight decrease in the number of drug-addicted minors, however, in 2019, 511 dependent children were identified and 1,682 crimes related to drug trafficking were recorded, which were committed by adolescents aged 14 to 17 years. [4]

It is also worth noting the "virtualization" of the child's life, where he/she is exposed to the risk of cybercrime and cyber-deviance. In adolescence, the child begins to actively use the Internet to connect with classmates, but as the opportunities for use increase, new features of socialization open up, such as anonymity on the Internet and unlimited access to information and its transmission. The researchers in the Department of psychology at the University of Vermont David C. Rettew, Catherine Stanger, Laura McKee, Alicia Doyle, James J. Hudziak, believe that today's family is quite difficult to control children's activities in the virtual space due to the lack of technical capabilities and knowledge. [5]. These circumstances determine the trend of increasing crimes against the sexual integrity and sexual freedom of the individual of minors. In 2019, 14,755 such crimes were recorded. The number of crimes committed by children and with their complicity, against their sexual integrity and sexual freedom was 618 in 2019. [6]

Thus, non-institutional contexts of socialization carry potential dangers for the younger generation rather than socialize it. Obviously, monitoring studies of value-normative distortions of the family and school are necessary, because they generate dysfunctions of socialization in the family and school and lead to deviations of participants in this process. There is also a need for measurements of parental and pedagogical competencies, social design of the optimal model of interaction between the family and the school.

3. THE SCHOOL SPACE

Analyzing school education within the framework of an institutional approach, we can come to the conclusion that the entire existing social architecture, connections, and relationships have various internal contradictions, especially if we turn to such a problem field as the socialization of young professionals and teachers. Today we observe a situation where the agent is, in fact, a teacher who is socializing in the conditions of a new social reality – an agent of socialization of a student.

The process of professional socialization of a teacher is a public and state problem. In the next four years, within the framework of the Federal project "Teacher of the future", the Russian state will create conditions for effective professional socialization of 70 % [7] of teachers under the age of 35 in the forms of support and development in the first three years of their work.

It is worth noting that in the Russian practice of teaching personnel management, a model of socialization of young teachers is provided. According to the documentary analysis, this model is valid and is reflected in the collective agreement of educational organizations of the city of Moscow. This domestic practice is formed in 10 main areas: promotion of adaptation and professional development of young teachers; creation of necessary working conditions; organization of methodological support for young teachers, securing mentors from among the most experienced and professional teachers; involvement in trade union activities and trade union membership; ensuring legal and social protection; professional and career growth through professional development, professional competitions; activation and support of youth leisure; formation of a youth pedagogical

community in an educational organization that unites young teachers under the age of 35 in the Council of young teachers on a voluntary basis. Agents of socialization in the professional environment in this model are the following categories of personnel: an agent of primary socialization is an experienced and professional teacher, agents of secondary socialization are a manager, a professional union of educational workers, a Council of young teachers.

Turning to foreign experience, it is worth paying attention to the results of a reconstructive study on the career of teachers, organized by the German research foundation (DFG) and the Swiss-Funded National Foundation (SNSF) project "Development of competencies and needs at the beginning of a teacher's career" (term: 2013-2017). Based on narrative interviews with 30 secondary and primary school teachers from Germany and Switzerland, who were observed at the beginning of their career for two years, the question was investigated how teachers at the stage of entering their career cope with the norms of professional actions within their habitus and how they develop in a professional sense. Using the documentary method, two ways of overcoming the contradictions between the teacher's professional habitus and normative expectations were reconstructed. According to the obtained studies, it follows that professional habitus develops in empirically distinguishable spaces of experience. They include organizational interaction in general and, in particular, the professional task of interaction related to training. [8]

German scientists Lena Hannemann, Gesa Uhde, Barbara Thies pay special attention to the self-efficacy of future young teachers even when receiving higher education in the field of professional socialization: "The expectation of teacher self-efficacy (SWE) during the study can have a long-term positive impact on the future professional activity of teachers." [9] The tools are being developed that take into account the self-effectiveness of teachers at an early stage of training for the profession. As a result, there is an international discourse about the agents of socialization of higher educational institutions. A special role and responsibility in teaching and professionalization in modern schools is given. [10] Hilke Pallesen and Dominique Matthes, Professors of the Martin Luther University of Bremen and Halle-Wittenberg, reveal the importance of the institutional school for professional socialization and the associated development of the teacher's (professional) habitus. It is assumed that each school develops its own professionalization space, with which the corresponding formations of the teacher's habit can be in different intensity relations. [11]

Thus, socialization in the professional environment needs to be managed and given special attention, creating management models at the organizational,

institutional and societal levels. Managerial support of the process of professional socialization of a young teacher will contribute to the development of pedagogical competence, creative potential and the formation of the qualities of a psychologically mature person who is able to build his/her life activity on the basis of the formed value attitude and achieve high results in the career of a teacher.

4. THE OUT-OF-SCHOOL EDUCATIONAL SPACE

Additional education of children is, formally, one of the levels of education in Russia, but, at the same time, it is a promising institution of socialization and education of a harmoniously developed and socially responsible person, forming generations of Russians focused on active civic inclusion in the socio-cultural and economic processes of state development.

The system of institutions of additional education is a motivating extracurricular educational space, a career-oriented field of opportunities that allows the growing person to choose and try, design and create various products of labor, trying on new social roles with appropriate social functions, and at the same time, get a new social experience of interaction and productive activity.

Today, the Russian system of additional education is represented by 6 directions (natural science, technical, physical culture and sports, art, tourism and local lore, social and pedagogical).

At the municipal, regional and federal levels, the possibility of obtaining additional education is provided by state (municipal) organizations of departmental affiliation (education, culture, sports and others), as well as non-state (commercial and non-commercial) organizations and individual entrepreneurs.

The organizations of additional education themselves can be attributed to different types and kinds of institutions: specialized (ecological and biological centers, centers of artistic creativity, centers of tourism and local history, sports schools), and multidisciplinary (houses of creativity, houses of pioneers, clubs, etc.). On the basis of such organizations, there is an extensive network of associations of interests (circles, sections, studios and other forms of educational activities).

Currently, the targets for the development of the system of additional education, in accordance with the Federal project "Success of every child" of the national project "Education", is to provide high-quality and affordable additional education to 80% of children aged five to 18 years by 2024. [12]

The main dysfunction of the system of additional education of children is its formal non-mandatory nature, and therefore there is no guarantee of its free use

in the legal field. Optional additional education continues to be perceived by the parent community delivery optional additional knowledge that is just wrong, and no warranty on free limits its availability to students with different educational abilities and needs, including living in different regions of Russia.

So, life itself indicates the impossibility of productive socialization of the individual with one-sided development and influence on it. The impact of families, schools, and additional education centers should be interfaced. Only a complex impact can have the most positive effect on schoolchildren. At the same time, it is necessary to overcome the stereotype of thinking of parents and administrators of the educational process that additional education is secondary, since it, together with the school, can combine the upbringing and development of the child into a single learning process.

5. THE SPACE OF THE UNIVERSITY

Socialization of young people in the university, serving the educational process, providing training of a specialist in the chosen professional activity, should also solve the problem of civil, cultural, spiritual and moral formation of the individual.

The basis of the socializing process at the university is professional development – a key characteristic of personal development and readiness for professional activity. The main tasks of the educational process are the formation of motivation to master the profession, cognitive needs, scientific interests, civil and professional value orientations.

A significant number of socialization agents in the University are teachers, specialists of deaneries, administrative workers, specialists of cultural and sports research centers. The arsenal of means of involvement in the social space of the university is also large – these are competitive projects, scientific conferences, cultural, sports, volunteer events, practices and internships.

However, despite the abundance of practices and subjects of the educational process, there are frequent manifestations of aggression, extremism and xenophobia among students; the use of psychoactive substances, drugs, alcohol; offenses; risky sexual behavior; protest moods.

What are the causes of dysfunctions of socialization processes in higher education? Formalization, excessive regulation of the educational process, conservative formats of classroom work reduce the importance of teachers as socializing agents. The availability of Internet traffic, on the one hand, devalues the educational process, since the smartphone is regarded as a complete analogue of a high-quality textbook and a teacher at the same time; on the other hand, immersion

in virtual reality is carried out to a greater extent for entertainment purposes and does not develop the competence of information search, work with high-quality databases. At the same time, the mass media, media personalities form role models and value attitudes focused on material success, consumer lifestyle and social competition. The image of a high school teacher is very far from the image of a representative of the elite layer of society and it cannot serve as an example of success and professional realization for a student. The consequence of this is a tendency to increase the gap between the received specialty and the professional self-determination of students who are not looking for self-realization in their vocation, but for a decent income and a prestigious lifestyle. It is also necessary to note the tendency of emigration moods of students, the instability of their civic position.

Event-based university events that attract the attention of students are not related to professionalization or scientific understanding of professional problems. The most popular of them are not internships, internships, professional competitions and scientific events, but beauty contests, concerts, sports competitions, and holidays.

Despite the desire of young people to spend their free time together in the university space, it is impossible to say that students are a community united by strong social ties and powerful communication flows, and it is hardly possible to predict the formation and development of business and partnership relations between today's fellow students. The reason is the weak development of student self-regulating organizations and communities. Informal communities are formed and function stably only in the space of student dormitories. Formal organizations, such as student councils, volunteer associations, scientific societies are not numerous and involve students in active participation only in the case of initiatives of the administrative and pedagogical corps within the framework of reporting socially significant events that affect the rating of the educational institution and the awarding of responsible officials.

Involvement in the educational process and the effectiveness of socialization of students can be increased by including subjects who perform a mediation function, i.e. tutors. It seems that such agents of socialization which are formally outside the educational, organizational, and managerial processes, but are the connecting elements between teachers, administrators, and students will become the drivers of the socializing process, correlated with the goals of the educational process and the realities of public life.

In addition to the inclusion of new agents, it is necessary to review the resource base of the socialization process. First of all, this applies to information resources. Adequate use of the virtual space

through the development of corporate news information resources in social networks, reformatting student newspapers in the format of regularly moderated blogs will attract attention to activities that pursue educational goals. Consulting support and scientific mentoring instead of formal training and scientific guidance will increase the status of teachers who want to be involved in extracurricular work with students. Developing a teaching community of the concept of educational work at the university, the establishment of the management structure in charge of this area, will help to create not just an educational system, but a real space of social reproduction, the transmission of social experience from the older generation to the younger and form a sense of social solidarity and responsibility, a sense of events that binds the individual consciousness and fate into a single creative social force.

6. CONCLUSIONS

The key problem of the family space of socialization of the younger generation is the pedagogical failure of families in which parents do not take sufficient part in the social, psychological, and educational life of their own children. Due to the weakening of parental control, educational mistakes, weak involvement of parents in the school educational process, the family ceases to be the main institution of socialization and gives way to virtual and street space, as a result of which the deviant activity of young people increases.

The main problem of the school socializing space is the process of socialization of the agents themselves – young teachers, who are faced on the one hand with increased normative expectations in their address, and on the other – with limited conditions for the implementation of professional activities. At the same time, the practice of socialization of young teachers has been institutionalized only in recent years and mainly in the capital region.

Out-of-school educational environment can be an effective agent of socialization that helps to solve the problems of family and school education. However, the lack of a legal guarantee of free education and non-mandatory status reduces the relevance of these educational services for parents of schoolchildren and may not always be available to them.

The formalization of the socializing process in universities, along with the lack of a unified concept of educational work, eliminate as agents and students from traditional educational practices, resulting in the growth of false interactions and simulations in educational processes of higher education.

Modern theoretical approaches to the analysis of socialization often point to the need to reduce educational processes in a global, informational, democratic society. However, the potential of qualified and conceptual educational work is still able to surpass the emerging new forms of sociality, factors of the external social environment due to the programmed purposeful impact on the internal structures of the young person's personality.

The correlation with the attitudes of a dynamically changing society, organicity to the cultural codes of the younger generation, conceptuality, serious theoretical, methodological and methodological base, adequate managerial support for the educational work of institutional socializing structures – all these are not just popular areas of scientific research, but also an actual agenda dictated by the new social reality. And such a discourse should involve not only representatives of the humanities, but also the broadest public.

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