EDUCATION IN THE UNIVERSITY AS AN IMPORTANT FACTOR IN THE SOCIALIZATION OF STUDENTS IN RUSSIA

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Abstract

The article discusses the stages of socialization of Russian University students. We can say that the problems of socialization of the individual attract the attention of philosophers, sociologists, psychologists, teachers, but the process of socialization of students in higher education has not been subjected to special research. Practice shows that University students are not fully prepared to perform social roles (only 10% of respondents at the beginning of the study recognized the need to master a social role), which is primarily due to objective prerequisites for the early formation of a young person as a person. It is during the period of personality formation that the process of including a person in professional life and gaining independent social roles slows down. The analysis of the results carried out in this article shows that the level of socialization of students does not meet the requirements of society.

Keywords: education, spirituality, person, society, state.

I. INTRODUCTION

The formation of an individual during a period of radical changes in the life of society requires a new paradigm of education, updating the content of training and education, and the development of innovative technologies of socialization. The orientation, goals, and nature of the process of socialization of students, their formation as subjects of social relations, and their formation as specialists significantly affect the qualitative characteristics of the prospects for the development of our society. The transformation of society will be successful if it is ensured by the active and creative involvement of the younger generation in the process of creating material and spiritual goods. This determines the relevance of the topic, which is based on the following grounds [1].
Based on the needs of society to maintain its stability and further development, it is necessary to form a personality that is characterized by activity, social mobility, professional competence, high ability to adapt to difficult situations, independence in decision-making, responsibility, the ability to intellectual search and other qualities and properties of the individual, determined by modern reality[2].

It is universities as institutions of socialization that can provide training for specialists who are competitive in the labor market and in demand by society.

To achieve the goal of preparing a socially significant person, the content of education, forms and methods of work at the University must have a socializing beginning, be socially determined [3].

II. METHODOLOGY

Some General scientific and sociological methods were used in the study: document analysis, statistical analysis; included observation (during the organization, interaction of groups of the student community); target survey (questionnaire). The questionnaire includes 100 questions on the topic. All questions are designed to confirm or refute the basic hypotheses, highlight the features of education, socialization, life and value orientations of students in the modern conditions of the University. [4].

III. DISCUSSION

Among Russian scientists, a significant contribution to the development of socialization problems was made by such researchers as: Andreeва, Vygotsky (study of the role of independent activity of the individual in his development), V. V. Kasyanov, I. S. Kon (study of the human “I”, the formation of self-consciousness), A. B. Mudrik, A. B. Petrovsky, M. Yu.Popov. Regularities of development of adults were also studied by B. G. Ananyev (heterochronicity of development of mental functions), A. I. Leontiev, E. F. Rybalко.

The analysis of the process of professional socialization was carried out by V. Ya. Nechaev, H. A. Perinskaya (professional socialization as a process of learning and implementing accumulated experience), Yu. K. Chernova (the problem of changing professional cognitive activity), and others [5].

Among the foreign authors who studied the criteria of socialization, we should note A. Inkels, E. Kelly, J. Raven, M. Riley, E. Thomas, whose scientific works were used in the work on the article.

In our country, Vasiliev, V. V. Glukhov, E. H. Ruzaev, P. E. Ruzayeva, and M. p. Fedorov were engaged in problems of evaluating the results of socialization and studying the quality of educational services [6].

The works of E. A. Boyarsky, A. C. Zapesotsky, V. E. Zilotina, S. M. Kolomiets, A. Kochetov, E. V. Minko, and V. V. Shchipanov are also devoted to assessing the quality of higher education in Russia.

Recently, the number of works devoted to the modernization of Russian higher education has increased. These include the works of A. B. Britтов, S. I. Demkina, E. V. Dobrenkova, H. Zakharova, A. G. Karmaev, O. B. Tomilin.

Thus, the problems of higher education and various aspects of socialization and professional development of young people are considered in the works of many domestic and foreign authors. [7]

IV. RESULTS

The Institute of higher education continues to perform significant social functions, which are based on their mainly social or personal significance, as well as spiritual or instrumental character. It should be noted such functions as axiological (education as an independent type of spiritual and practical activity that has its own value in the social development of a generation), ideological (the function of spiritual security of society) and General cultural, which are spiritual and socially significant; socio-cultural (mastering one’s own and others’ cultures through the content of education), prestigious (a certain level of education as a guarantee of getting into the desired social layer), humanistic (self-realization function), which can be attributed to the group of spiritual and personally significant; economic (development of personnel, scientific, technical and intellectual potential of society), innovative (conducting theoretical and applied research in University centers), socially integrating and stabilizing (maintaining and transmitting socially acceptable norms and values to young people) [8].

One of the leading places in the system of higher education functions is occupied by professional socialization of young people. The implementation of this function by the University is of great importance both for individuals (students who undergo this socialization) and for society as a whole. The function of professional socialization is both instrumental and General cultural (spiritual). Implementing this function, the University is forced to focus on the needs of at least three groups of the population: employers, families of
APPENDIX: Socialization of students and teachers.

The leading activity of young people at the University is professional training in a student team, the duration of which is normalized (usually 5 years). By implementing secondary socialization of adults who are already old enough, the higher school allows students to develop their abilities in various fields of activity as a result of professional training. Students at the University are influenced by the educational and teaching staff, social, sports, creative and informal groups. In the process of professional socialization, students acquire specific professional knowledge and skills, as well as increase the overall level of culture; there is a gradual change in professional cognitive activity, a certain attitude to the future profession is formed, which is more meaningful than before entering the University, and a decision is made on further employment in the specialty [10]. Empirical studies allow us to draw conclusions about the perception of students of the importance of vocational knowledge and skills, orientation to the continuation in some form of education after graduation (in line with global trends) and early formation in the period of study the University of professional identity [11].

Some differences in the approaches to assessing the quality of higher education by students, teachers, and employers are partly due to the assessment of either the learning process (by teachers and students) or its results (by employers). However, only closer interaction between employers and universities can reduce these differences: the formulation of clearer "orders" for training specialists from employers, as well as the creation and development of full-fledged employment services for students and graduates by universities [12].

While studying at the University, students can use various opportunities for self-development offered by higher educational institutions: participation in scientific work, social activities, sports competitions, etc., which contributes to the acquisition of new experience [13]. However, not all students choose such methods of self-realization. On the other hand, the objective reality of modern Russian higher education has become a mass combination of study and work by full-time students. At the same time, research shows that most students do not work in the same specialty that they receive at the University. [14]

V. CONCLUSION

In accordance with the position put forward in the work, the success of adaptation of a student is an integrated criterion for the success of his socialization [15]. In this regard, ensuring successful adaptation to the development of educational programs, participation in the public life of the University, interaction with students, as well as the administrative and teaching corps is the most important direction of socialization of students [16]. Adaptation in the new educational environment is considered by us as an integral part of socialization [17]. In this context, in the course of adaptation, problems are solved: meet the requirements of the individual to the level, methods and nature of the educational process; cultural development; formation of professional qualities of the student [18] as well as the formation of his targets from a position of self-realization in specific socio-economic conditions. [19].

REFERENCE LIST


