

Methodological Strategy for Studying the Subject-Developing Socialization of a Student

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Abstract: We substantiate the subject-developing socialization of a student as an important multi-level dynamical process of establishing the relationships of an individual with the society (society and environment), which has a dual determination by objective world, surrounding a learned person and by his own inner content. Certainly, change in the social system produces social risks for the socialization of a student, complicating its progress and threatening the realization of life abilities of a modern student. It is now well recognized that the renewal of socialization character of a modern student in the context of developing the higher-education system predetermines the methodological strategy for subject-developing socialization, which actualizes the processes of the successful student integration under the permanently changing conditions of the society. The paper also characterizes the methodological strategy of the research into the subject-developing socialization for a student of university, which determines the expedience of integration of a set of scientific approaches: (a) socio-pedagogical approach (favoring the establishment of multidimensional coordinate system of the relations in the society, the social micro environment and an individual); (b) personally oriented approach, creating opportunities for recognition of the personality of a student as the highest value; and (c) the active approach, allowing identifying the variety of forms, methods for socially oriented activity of a student and ensuring the accumulation of social experience.

Key words: Problems and risks of socialization of students • Subject-developing socialization of a student • Methodological strategy of the subject-developing socialization of a student in the integration of the activity • Personally oriented and socio-pedagogical scientific approaches.

INTRODUCTION

Ever increasing speed of economical and scientific-technical development and humanitarization of the society led to substantial changes in the character and forms of social relations, loss of usual social status in young individuals, incompatibility of stereotypes of life experience versus real situations, uncertainty of perspectives of personal life and further development of the society. Zapesotsky thinks that the system of spiritual self-production of the society is damaged in a considerable degree, the traditional institutions of socialization and cultural succession are deformed, basic spiritual and moral basics of social existence are eliminated, asocial and illegal forms of youth activities are growing, values of creative work as a method for an individual self-realization and the most important condition for the society prosperity are devaluated [1].

We have found that a change of mindset, value orientation and moral norms is characteristic for a modern student under the conditions of social anomia and informational pressure, the tendency to the break of “connection of times” and so on, which is confirmed by studies of Agranovich M.L., Zubok Y.A. [2]. On the other hand, modern student, as a subject of socialization, is characterized by active aspiration for gaining the knowledge of the world around, internalization of social relations and of social culture by a person, aspiration to express himself in life, in deeds, working out his behavior of vital functions, his individual style of self-realization in the society.

Bloom D. thinks that young students have been the subject of close attention because they are just most exposed to dual globalization: it opens lots of opportunities for mankind, but at the same time it intensifies cultural disconnection and reduces social unity [3].

Conceptual grounding of research subject relies on evaluation of socio-cultural phenomenon of socialization under fundamentally new contradictory conditions of formation of basic spheres of modern Russian society (economical, political, educational, social, spiritual) and life activities of young students. Zubok Y. A. draws her attention to predominately uncertain character of socialization of young people in Russian society, mentioning such factors of diverting development of young men as breaking of reproduction of vital forces, uncertainty of possibilities of life start (risks, connected with inequality of starting positions and risks of false start) and uncertainty of opportunities for self-realization (enhancement of socio-stratificational risks, connected with limiting the possibilities for upward mobility and risks of downward mobility and social exclusion of young men), value-normative uncertainty (variety of situations of absence of norms, in which young man loses his usual orientations, sense of support, loses connections with society) and also uncertainty of identity (during which the traditional identity breaks and search for new identities rather often has destructive orientation), actualizing under the conditions of elevated social risk [4].

Therefore, priority directions should be those, which provide a compensation for potential risks of socialization of students, creation of conditions for building the social success for a student, efficient self-realization of initiative, socially active, adventurous, mobile, responsible personality for productive realization of activity in a selected sphere of social practice. The Higher School of Russia faces a complex of problems, connected with definition of “new” basics of socialization of subject-developing character, orienting toward achieving the social and spiritual stability in society, establishment of civilized relations, orientation, life plans, value’s orientations, offering the translation of spiritual legacy, involvement into common civilized processes and demonstration of socio-cultural realization of young men.

Subject-developing socialization is a very important process of formation of relations of an individual with social medium (society and environment) on the basis of a set of socio-developing knowledge, socio-activity communication and subjective experience of self-realization, envisaging interiorizational and introindividual levels. Identifying the principally important basics of subject-developing socialization of a student (synchronization of harmonious union of eternal/external, social/personal. and individually specific) makes it possible to actualize a number of factors for a successful

integration of a student into permanently changing conditions of the social environment, namely, external (transformation of reality) and internal (transformation of oneself) conditions, “specifying” the basic requirements for a socialization of a student, in which he acts as a source of activity, independently and responsibly transforming educational environment, surrounding reality and himself by means and methods of self-understanding, self-development and personal and professional skill perfection [5].

The problem of understanding the accumulated theoretical knowledge concerning questions of subject-developing socialization of a student and determining the intense formation of personal qualities, relations in the society and realizing the aim of preparing the rising generation for various activities on the basis of active life position, is actualized from the viewpoints of changed priorities.

Science have evolved into a need in providing grounds for a special methodological strategy of subject-developing socialization of a student, which could make it possible to find a way toward achieving new quality of socialization in accordance with urgent and prospective needs of an individual, society and state.

We will turn attention to content-bearing interpretation of concepts “strategy” and “methodology”, introduced in scientific literature: strategy is considered as knowingly composed set of operations, the program of basic actions, directed to solve the posed problem and achieve a certain goal; in turn, methodology is interpreted as a set of initial ideas, theses, principles and methods of transformation of reality, determining a consistent solution of research task in the theory and in practice.

According to this logic, it is possible to assume that methodological strategy of research integrates a set of theoretical theses and conceptions, developed at the general scientific level, acting in hierarchical collateral subordination, serving as a function-regulator of search for basics and making it possible to update the course and the content of the research, to reveal characteristics and to specify the significance of subject-containing fill of the structure of the phenomenon under study.

We substantiated the reasonable set of scientific approaches (socio-pedagogical, active and personally oriented) as a methodological strategy for examining a subject-developing socialization of a student and as an organizing, regulating determinant, making it possible, on the basis of its structural interrelation and conceptual

unity, to determine the essential reference points, direction of socialization of a student, obtain different-oriented characteristics of a phenomena under study, to outline the effective ways, methods, forms, technologies for perfecting this phenomenon.

The legality of this position is determined by integral connection of scientific approaches, stemming from the internal interrelation of categories, composing the semantic core of every approach. Mutually complementary design of methodological approaches envisages the establishment of dialectical connection between them, interrelated usage during detection of properties phenomenon under study, the determination of strong and weak sides of every approaches in solving the posed problem from the viewpoints of productivity of its application, the establishment of a functional purpose of an every approach and revealing the results from using them [6].

After considering the well-known approaches in the pedagogical science, Zimnyaya I.A. concluded that there are “many approaches to interpreting any phenomenon”, “however, various approaches do not exclude one another, but rather realize different plans of consideration, with some approaches capable of developing and improving the other approaches” [7].

In our research, the multi-direction approach is primarily required to determine research viewpoint and identify the main ideas, underlying the concept of subject-developing socialization of a student, which can be accepted and taken as bearings for main subjects, i.e., by participants of an educational community and social institutions.

Subject-developing socialization of a student is closely related to a set of approaches (socio-pedagogical, personally oriented, active), which determine the socializing orientation of society impact, which intensifies personally oriented context of a higher professional education and envisages an active student’s acquirement of social knowledge and societal experience, favoring meaning-containing design of student’s life path.

In the course of research into the subject-developing socialization of a student, let us consider the personally oriented approach, which favors the creation of conditions for more complete development of a student’s personality as a subject of social relations and professional activity, centered on the value of every student, demonstration of his individual abilities in the process of self-determination, self-realization and self-development in the society.

The main ideas of a scientific understanding of personally oriented approach are underlined in the law of the Russian Federation “On education”. The legislation uses the concepts, which deal the questions of obtaining of new social status of an individual, creating a successful person and citizen, integrated into the modern society and oriented toward his perfection, value orientation and individual self-development, adaptability to the educational system in respect to the levels of preparation and features of development of students etc., which specify the optimal directions of a subject-developing socialization of a student in the framework of a personally oriented approach [8].

We will now outline that the subject-developing approach is organized such as to be subjected to all content-rich (programmatic and recourse) and technological directions of subject-developing socialization of a student, because he stands out as a methodological basis for organization of renewal paradigm of education, giving the opportunity for rapid changes, reasonable innovations in the sphere of subject-developing socialization of a student. The specific feature of the given approach and its personally oriented essence determines the success of a subject-developing socialization of an individual as a result of social relations and conscious social activity, providing the exposure of inclinations, abilities and possibilities for a student, support and formation of unique system of his value relations with subjects in the society, development of his self-understanding and the development of his unique individuality.

An action approach is no less important for studying this problem; its starting point includes the idea that organization of a subject-developing socialization of a student should involve various activities significant for a student, thus allowing him to optimally obtain the universal and professional culture, develop the cognitive strengths and creative learning potential, assimilation of social knowledge and methods for cognition and methods of socio-oriented thinking.

Legality of usage of the action approach in the subject-developing socialization of a student is confirmed by the fact that this approach is the leading method in the modern education. Its essence is expressed in orientation of all pedagogical methods, techniques, conditions toward organization of intensive, constantly complicating activity, containing new element for developing personality, providing with solution of certain vitally important tasks. Essential features of activity provide the

transfer of a student in the position of a subject, initiate his active attitude to the surrounding reality, by means of which a student cognizes the world, science and culture, methods for cognition and transformation of the society, forms and improves personal features. In O. Ogniti's opinion, education should focus on the activity of a student and consider him as an active member, who makes his choice about how he should respond to the process of socialization within the context of university culture [9].

This is precisely where we recognize the proper pedagogical aspect of the problem, whose essence is the search for content, mechanisms, methods of cognition of various cultural fields of socio-natural surrounding at micro-, meso- and macro-levels, envisaging the demonstration of diverse- and different-intensity activity types in accordance with the abilities, state, possibilities, aims, attitude of the subject to the task, providing a high level of self-organization of the professional and social activity, formation of an individual originality of the professional and subject position of a student. By means of immersion into rich palette of diversity of forms, methods, content of activity, student is learnt to think socially and professionally, develop an initiative, ability to direct activity leading to success, abilities independently, within the limits of functions performed in the society, to predict probable consequences of decisions taken.

Rather important part of the subject-developing socialization of a student is socio-pedagogical approach, which creates the ability to stress socializing factors of the process of education and attraction of resources of an education itself, as well as other spheres of a human existence (economical, political and social), in the course of which a student successfully socially develops as a successor of previous culture of mankind by means of accumulation of social experience, enrichment of an individual with new features and qualities, the formation of innovative style of thinking, oriented toward contemporary conditions of activity of a young man.

We proceed from the fact that socio-pedagogical approach in the context of subject-developing socialization of a student points toward the expansion of interaction of students with environment, establishment of an individual in the course of assimilation of external circumstances through internal conditions of development of a human, formation of reflexive and practical skills, providing free choice of self-realization and its cultural self-development by an individual.

In their socio-pedagogical perspective, those ideas contain fundamentally new conception of viability of a student in constantly changing world (Babochkin P.I.). Young generation, in order to realize its socio-cultural establishment and to take a good position in the society, should first of all be viable. In his social aspect, the viability of a learner envisage social activity of an individual, oriented toward overcoming the circumstances of environment, its transformation and toward formation of oneself, the development of personal abilities and the creative potential. The idea of viability of a student in the social environment consists of becoming the individuality, create his life-meaning vision, realize his talents and needs in the socially important activity and productive self-realization. Socio-cultural establishment of viable student in the society includes not only the correspondence to directives of a society as a carrier of his ideals, values, culture and so on, but also to an ability to go beyond the frames of requirements of contemporary world [10].

All the above-mentioned things, integrated into consistent indicator, can be reduced to acquirement of fundamentally new experience by a student, innovative directives of the society, reconsideration of value orientations, formation of positively constructive attitude of an individual to the environment, to the society, to activity, to himself, the accumulation of social knowledge by a student, making it possible to predict the successfulness of life in a new regime or in nonstandard social situations. Therefore, inherited social values and the system of elements of the social experience of student days acquire different sense character, necessary for successful realization of activity by him in chosen sphere of social practice for achievement of viability in the society.

CONCLUSION

Thus, methodological strategy of research of the subject-developing socialization of the university student is defined by the set of interconnected approaches: personally oriented, creating possibilities for recognition of a student individual as the highest value, his right for self-determination, self-realization, self-development in the society; active position, making it possible to consider the subject-developing socialization of an individual from the multifunctional positions, singling out the diversity of kinds of socializing activity (research, active; educational and extracurricular, social, spare time, practical);

socio-pedagogical activity, favoring the establishment of multidimensionality of coordinates of the system of social relations between society, social microenvironment and an individual, connected with an acquisition of socio-cultural experience in the sphere of social practice.

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