Study on formation of ethnicultural socialization of youth in higher education bodies

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Introduction

Against the backdrop of European globalization in the 21st century, the problem of preserving the national originality of each people is spreading, especially in the most educated part of Ukrainian youth who is currently actively pursuing higher education abroad, undergoing internship, and also communicates with foreign students at Ukrainian universities. Under these circumstances, students face the challenge of adapting to the external environment, in particular, in a school environment. In the system of social contacts, the person acts, first of all, as a representative of a particular ethnic group, the process of ethnic socialization of future specialists becomes essential. Today's high school today is designed not only to ensure the student's personal and professional development, but above all to "form a conscious citizen - a patriot of the Ukrainian state, an active leader of the national idea, a representative of the Ukrainian national elite through the acquisition of national consciousness, active civil status, high moral qualities, and spiritual requests". Thus, national priorities in the upbringing of student youth are determined by national and cultural values, taking into account progressive European ideals and norms of universal morality, ensuring readiness for interaction in the socio-cultural space on the basis of preservation of national identity. Processes and phenomena that are currently considered "socialization" are accompanied by humanity since its inception. Particularly relevant in the context of studying the social and pedagogical aspects of socialization was the study of the peculiarities of ethno-cultural socialization of youth. Being a leading notion of a number of disciplines, socialization has undergone a natural transformation of the conceptual apparatus for any science.

The urgency of the problem of ethnic student socialization in the process of vocational education in Ukraine is accompanied by a number of contradictions between: the need of society in preserving the national identity of peoples living on the territory of Ukraine, and the insufficient attention of socio-cultural institutions to the processes of ethnic socialization of the growing generation; the inconsistency of the methodology of higher education with the existing practice of education in the structure of socialization; the spread of radical movements and trends affecting the youth society, which adversely affects the process of ethnic socialization, in particular in higher educational establishments, social educational ideals and its subjective image, that is, the individual ideas of young people about the personal values of man.


Keywords: youth; educational process; socialization; student age; students; student youth; social process; ethno-cultural environment; ethnicultural socialization; ethnocultural socialization of youth.
The goal of the article is to generalize the approaches to the concept of "socialization" and to determine the significance of the process of forming the ethno-cultural socialization of youth in higher educational institutions.


It has been established that in modern approaches to the definition of socialization, the problem of formation of ethnocultural socialization of youth in higher educational institutions is not fully reflected. Theoretical aspects of improving the content of vocational and pedagogical education, taking into account the ethnic component, are illustrated in the scientific works of I. Bekh, G. Vasyanovich, I. Zyzyn, M. Yevtukha, V. Kirichenko, L. Koval, V. Kremenya, N. Nichkalo, S. Sysoev's, G. Filipchuk; The ethno-cultural aspect of the development of native education and pedagogical thought is reflected in the studies of A. Bondar, L. Berezivskaya, I. Zaichenko, V. Kemin, V. Mayboroda, S. Nikitkina, N. Pobirchenko, M. Stelmakhovich, A. Sukhomlinskaya, M. Yarmachenko and other scholars. However, the content, forms and methods of ethnocultural socialization of student youth in higher education in the pedagogical science are not sufficiently highlighted.

Theoretical foundations of the research

The analysis of scientific sources allowed us to dwell on the statement of A. Kapsky, which defines the process of socialization as a "two-way interdependent process of the relationship of the individual and social reality, which allows its inclusion in the system of social and social relations in the process of assimilating both social experience and the individual reproduction of these relationships, during which a special, original personality is created" (Cape, 2006, p.280).

Instead, Yarmachenko says that the actual process of socialization is the study of a specific system of norms, knowledge and values that enable it to function as a full member of society; includes both planned influences on the person (education), and spontaneous and spontaneous processes that influence its formation. M. Lukashevich describes socialization as the interaction of man with the surrounding reality, which extends throughout his life, through adaptations that change each other in each sphere of his life (Lukashevich, 2003).

V. Pavlovsky emphasizes the ethno-cultural socialization of young people, which implies "the assimilation of the ability to preserve national culture, the reproduction of traditions, the support of interethnic communication and the enrichment of cultures" among various types of socialization (eikumenna, social-household, mesosocialization, politicization, etc.). According to the scholar, the content of ethno-cultural socialization of the youth is primarily the study of the mother tongue, and on this basis - the foundations of national culture and its use in practice. The questions of ethnic socialization of students are considered in the process of professional training not by chance. According to T. Parsons, socialization takes place in all social groups, but outside of the family, it is most concentrated in collectives that deal with formal education. Based on these studies in the United States, a special "Program for the adaptation of youth to life" has been developed.

Thus, we consider the notion of socialization as a process of the gradual inclusion of a person in socio-cultural life, accompanied by the study and reproduction of social experience, in the process of the relationship of personality with routine and specially created living conditions at all its stages of life.

The results of the analysis of scientific research convincing us that the study of the process of socialization of student youth should be based on the socio-psychological characteristics of students, which determine, as pointed out S. Savchenko, the specifics and outcome of the social process (Savchenko, 2004). Specific features, in the opinion of the scientist, are:

- Student years - the period of formation of independent and self-will, caused by staying outside the parents' home, lowering the level of control, autonomy in behavior and study or work;
- feature of activity, among which the main is educational;
- the main feature is the preparation for a specific type of activity that is not well-known student youth, and therefore, a considerable risk of disappointment in the chosen specialty, the development of nihilistic sentiment, removal in the family and in the circle of friends and peers;
- age, the lower limit of which is not clear and characterized by the presence of a certificate of secondary education, and the upper is traditionally not beyond the 30-year boundary;
- for modern students, the appearance of tumors, not inherent to previous generations, is inherent. These include reducing the elements of romanticism in feelings and behavior, increasing mercantilism and hard practicalism, focusing on the values of the Western world, growing autonomy, vigor, and preparedness for conflicts with the administration and power structures;

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- an important feature is the transformation of student youth from a nonproductive group into an ambivalent social group and then into a productive group, in the material sphere of social life;

- For modern Ukrainian students there is a phenomenon of corporate identity in views, behavior, reflex reactions;

- the specificity inherent in international students, is its present radicalism in the views and behavior, the willingness to be participants in revolutionary transformations and frank social "adventures" (Savchenko, 2004, p. 9).

Ovcharenko G.V., in his dissertation research, sees the peculiarities of the process of socio-cultural adaptation of students in the presence of its three levels, namely: 1) value-activity, or dispositional (includes superficial second, third and fourth courses) - provides for the solution of misunderstandings between value orientations on the purpose of life and means of their achievement, deterministic social life of the individual; 2) Adaptation (covers the first and partly second courses) - is aimed at studying the ways of educational and professional activities, its main content is the adaptation of the individual to new living conditions; 3) professional (includes graduation course) - contributes to the completion of professional and personal formation of student youth, transforming them into active subjects of the process of socialization (Ovcharenko, 2005).

Given the particularities of socialization of students, in particular on the specifics of activities, allocated by SVSavchenko, we will consider the essential details of forming the social maturity of the individual in the process of education and upbringing. For this purpose, it is expedient to characterize the components of the educational process, which are three (Stelmakhovich, 1996).

First, the actual educational process has, of course, social impact on the student's personality, because: a) it occurs both in the specific social conditions of both the mini- and macro-, and in specially created for this sites, in special forms, carried out by specific methods; b) the actual personality of the teacher appears to be the concrete bearer of certain social ideals and ethno-cultural values, is an example, an ideal for imitation; c) the visual material used by the teacher always has a social component that, in its entirety, creates an adequate mini socium with an elementary educational and formative influence on the process of socialization of student youth.

Second, the purpose of education, both in the broad social sense and in the narrow pedagogical, is to use it to form and reproduce the students a concrete life position to teach, accustom, adapt, live in a social society and be able to adequately choose their behavior.

Thirdly, the formation effect of the speech activity of the teacher is present, as we have already emphasized, in all spheres of the educational process, for the teacher never forgets that the result of his work should be: a) a clear formation of the worldview; b) mastering moral and social values that meet the requirements of society; c) the formation of the corresponding level of emotional-sensory sphere and value orientations that would correctly influence the environment and that would harmoniously include the personality of a student who is culturally socialized (Savchenko, 2004).

In each of the three levels of content of education and education, there is a social element that focuses on solving the problem of preparing students for independent living, choosing behavior, and compiling professionally important projects.

N.M. Lavrichenko indicates that the process of socialization as one of the constituent parts of the pedagogical process in the higher school acquires the content of creating the educational and educational and practical-life conditions of the personal and socio-cultural formation of the student, namely: his ability to self-assessment, self-perception and self-perception in the context is formed. Understanding and perceptions of their social life disposition - the origin of the family situation and opportunities, and thus makes it possible to form positive life benchmarks and elections (educational, vocational, educational, family spiritual, spiritual); the progressive formation of a plurality of social (group, interpersonal) relationships of the young man on the macro, meso, micro levels, of his social life, and their development as a space of her personal, spiritual, social and practical life and maturity, is formed life style of personality; accumulated personal experience of social life and interactions, and consequently, relevant knowledge, skills, skills, competencies, habits, behavioral automatisms, etc., the basic cognitive, emotional and volitional and practical and practical personal preconditions are created for the implementation of a plurality of social roles of an adult - economic, economically - commercial, gender, family, parenting, pedagogical, public, political; social needs, qualities and abilities of the personality are formed - sociability, general socio-normative adequacy, cultural development and education, citizenship and patriotism, etc., as well as its spirituality - ideological beliefs and settings, basic levels and forms of consciousness and consciousness, developed sense, in particular, the ability to the highest human feelings, first of all in the sphere of acceptance of another person and attitude towards it - empathy and sympathy, the perception and psychological projection, friendship and love, states from known sociality as the unity of social reality, the involvement and activity of the individual himself (Lavrichenko, 2006).

Studying the issue of ethnocultural socialization of students at higher educational institutions, it was found that the main sources of influence on the building of students' beliefs are most often the family, the higher educational institution, the church, the state, the media, ethno-cultural communities, cultural institutions and friends (Shvachka, 2005).

Higher educational institution is an institution of socio-cultural inclusion of the student's personality, connected with the professional choice of a person, deepening of his outlook and the final consolidation of a professional social role (Sidorenko, 2006). In the process of learning, it is important to create the social and pedagogical conditions for the student's self-realization of the student's educational activities, the independent cultivation of creative skills, interpersonal interaction, the enrichment of knowledge through the exchange of experience in the process of communicating with specialists, friends and representatives of other ethnic groups, which will enable the formation of the concept of ethnic tolerance in the process of ethnocultural socialization of youth (Sidorenko, 1998).
Under the term "ethno-cultural socialization of youth," we mean the mastering of the young man’s ability to preserve national culture, the reproduction of traditions, the presence of interethnic interaction and the enrichment of cultures. The content of ethno-cultural socialization of student youth is, first of all, in the study and enrichment of the mother tongue and its use. Further, this is the assimilation and reproduction of the foundations of the native national culture and its use in practice.

We have identified the following conditions for the successful ethno-cultural socialization of students in the process of learning: the inclusion of individuals in social institutions and the activating environment; the openness of young people in the process of communicating with representatives of different ethnic groups and the formation of their cultural co-creation; living a new personal experience; the process of self-examination and self-assessment of their activities; self-regulation of their experiences and activities. The ethnocultural environment of student youth is a holistic combination of socio-psychological conditions, during which the assimilation of social experience, the acquisition of certain norms, values inherent in society, lifestyle (Ilyasov, 2000).

Formation of the personality of the person whose content is ethnocultural socialization is the assimilation of norms, standards of behavior of a certain ethnic group; adopting traditions, perceptions of attitudes, stereotypes that are characteristic of the family and people from the immediate environment; assimilation and reproduction of socio-cultural roles, is an important, but not the final level of education, which should move in the future to self-development of individuality. The educational process in the family or in the high school, purposeful or spontaneous - the phenomenon is always socio-cultural.

The effectiveness of the ethnic socialization of student youth in the process of vocational education is determined by the existing social and educational environment of a higher educational institution, the pedagogical principles of which modeling are determined by the following: natural correspondences (concentrating "I - nature"), cultural correspondences (concentration "I am culture"), humanization I am a man, people (concentrator "I am Ukrainian"), polyethnicity (the concentratorr "I am a representative of the ethnographic group") (Podolyanin, Hutul, Boiko, Polischuk, etc.), multiculturalism (the "I am - romadanyyn"), tolerance (concentrator "I - a representative of the international community") and others.

Conclusions

Consequently, in modern society, the process of ethnocultural socialization of a young person is complicated by obstacles arising from the reappraisal of traditions, norms and values: if earlier the students partially relied on the experience of previous generations, now young people are learning the latest social experience that provokes contradictory views in behavior and consciousness young people. As a result, among students there are many different models of self-realization: from the material, to the spiritual. At the same time increased the value of personal autonomy, providing people a free choice of views, which is not always the backbone component of positive social behaviors endorsements that can induce the formation of anti-socialization process models.

To solve the problem of the formation of ethno-cultural socialization of youth, we must solve a number of issues: to determine the socialization factors affecting the student in the educational environment; to identify the gender characteristics of this process; to identify the components of the socio-cultural environment of a higher educational institution.


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