SOCIALIZATION OF THE HIGH SCHOOL STUDENTS IN THE PROCESS OF THE SYSTEM OF KNOWLEDGE ABOUT HUMAN FORMATION

G. Vaskivska

Institute of Pedagogics of the National Academy for Pedagogical Sciences of Ukraine, Ukraine; vaskivska@mail.ru

Abstract. The article is devoted to the problem of high school students' socialization in the process of knowledge about human formation. This problem is caused by the needs of modern world community due to the processes of globalization and multiculturalism, and, consequently, tolerance and ability to conduct social dialogue. The author investigates the potential of knowledge about human in preparing high school students to fulfill their social roles. Indeed, the current social situation is a global trend to increase the number of offenses among adolescents, which undoubtedly affects public health and can not but cause concern. Therefore, this article notes that the problem of socialization of the younger generation today like never requires solutions including the changes in educational methods.

In the era of globalization, any social or professional activity becomes intermediate. In these circumstances, each person can find oneself in unexpected communicative, professional and social situations. Instead, education focuses on broad interdisciplinary students' training - the formation of effective mechanisms for dynamic communication and intercultural interaction. Mastering a certain amount of knowledge remains an important feature of modern educational process. The implementation of this function has a number of problems: sometimes it seems like students memorize mechanically all basic information. On the one hand, excessively expanding volume of material makes students overwhelmed; on the other hand, the basic knowledge is lost in the huge amount of secondary information, which adversely affects students' cognitive activities and personal development. Education, aimed at acquiring a significant amount of knowledge and development of skills, is characterized by informational overload due to rapid social and cultural changes [1, p. 30-31].

Knowledge of historical and everyday events causes an internal restructuring of personality that leads to overvaluing previous orientations, attitudes and intentions. Of course, changes in human consciousness are taking place because of the media. The survey of Ukrainian students (9-11grades) indicated that 78.29% of respondents derive their knowledge mostly from TV, radio and press. Under such conditions, they change their attitude to other people, to themselves and their lives. This process is called socialization and it does not stop throughout life. However, the most important period of socialization occurs in the high school age.

It is a high school age when students form the whole system of knowledge about human. They seem to have no lack of knowledge about techniques and technologies. Instead, there are gaps in knowledge about society, man and nature. Students understand the importance of this knowledge, because each of them has already gained a personal experience (with different memories, doubts, disappointments, fears, assessments, conclusions, successes and failures, resolved and unresolved issues). On the other hand, older teens are the age of extremes when their views seem to be the only ones correct. However, in high school students the processes of moral and spiritual individual autonomy, physical and moral improvement, self-determination gain significant importance. During this period, the mechanism of knowledge integration in order to create a personal conception of the world is activated.

The problems of socialization in terms of age psychology are revealed in the works of K.O. Abulkhanova-Slavska, B.A. Afanasiev, L.I. Bozhovich, L.P. Buyeva L.S. Vygotsky, R.G. Gurov, I.S. Cohn, O.M. Leontiev, A.V. Petrovsky, O.G. Harchev, M.G. Yurkevich and others. The problem of students' socialization and becoming socially competent is one of the most urgent in modern education, and it requires maximum efforts to be solved. The first scientific researches on the study of schooling as an instrument of socialization of youth are "Education et sociologie" ("Education and Sociology", 1922) and "L'education

morale" ("Moral Education", 1925). E. Durkheim paid considerable attention to social needs and impact of the school as a social institution at macro-level (culture, community) and micro-level (person) [2],

The priority is now given to the problem of interaction between man and society, problems of socialization and students' social development. Effective interaction with the environment and other people, tolerance to other cultures, correlation of personal interests with the needs of society, formation of students' own systems of values affect their development as citizens, and therefore, the development of their social competence. French scientist Alexis de Tocqueville emphasizes that schools should be effective in terms of preparing young people to solve the problems of the material, economic, professional character, and at the same time they should ensure the embodiment of the idea of humanism in every person [3, p. 104],

Specialized training is one of the ways of high school modernization. Specialized training is designed to provide (except fundamental study of separate subjects and pre-professional training) the development of social competence, and therefore also the successful socialization of students. Thus, among the priorities that the modern school should have there is the development of students' inclinations, their interests and abilities in social self-determination. In this regard, the development of independence, creativity and willingness to cooperate, as well as tolerance, responsibility and legal consciousness (adaptation to the changing conditions of life in society) take exceptional value. This changes the content of education, educational technology, and educational process in general to bring up a real citizen, a representative of a free and independent country. Therefore, the school seeks to preserve fundamental education, both to strengthen and deepen the practical orientation, to develop students' ability to think and act independently, and to form their cultural values. Of course, it is well-known that cultural values cannot be taught in such a way as mathematical formulas - a person should live among these values for some time [4, p. 5].

Updating school education involves solving a number of problems: a) Forming the experience of self- discovery, self-realization, individual and collective action, on the basis of which social and professional identity can be carried out; b) Resistance to antisocial influences, to any unhealthy habits and inadequate behaviour that other people can show; c) Improvement of various organizational types and forms of students' activities aimed at mastering the real social experience; d) Formation of social competence at the level of being ready to consciously participate in civil life, the development of students' social activity; e) Conscious choice of further educational path or professional activities; f) Mastering information technologies at the user level; g) Mastering foreign languages at the advanced level; h) Strengthening the socio-humanitarian orientation of secondary education, extension and specification of its social and cultural context [5, p. 46-52],

So, we can say that modern education is primarily aimed at creating conditions for the possibility of mastering by the younger generation the experience to promote self-identity in various areas and develop their social competence. Considering all the facts, it should be emphasized that the success and progress in society are defined by the level of competence acquired, which largely depends first of all on the quality of education, and on the ability to learn throughout life.

Competence is the notion that occupies a central place in the world-wide teaching practice in the second half of the twentieth century. However, in many sources it is interpreted differently. In particular, the competence is considered: as a concept that is logically derived from attitudes to values, from skills to knowledge [6, p. 6]; as educational outcome achieved not only by means of educational content, but also by social interaction [7, p. 408-409]; as possession of knowledge that allows to make judgment on anything; knowledge and ability to realize their potential in a particular area of life; as experience in a particular area, which guarantees achieving good results in any activity; as psychological quality, which means strength and confidence coming from a sense of success and usefulness that give people awareness of their ability to interact effectively with others, to efficiently solve the problems [8, p. 83], Thus, competence can be defined as integrative personal quality that is formed in the socialization process and enables a person to adapt quickly and adequately to society and interact effectively with the social environment.

According to most researchers, the structure of any competence consists of: knowledge about the subject; the ability to orientate in situations connected to this subject; the ability to determine own capabilities correctly, the capabilities of others, to set tasks and find appropriate solutions; the experience of handling with objects; developed intuition, reflection and empathy.

Lack of consensus on the key concept of "competence" generates different views on the concept of "social competence." However, summarizing the different positions, we can say that social competence is social skills that enable a person to adequately fulfil the norms and rules of the life in society.

Social competence includes: a) Knowledge about the structure and functions of social institutions, about different social structures and different processes taking place in society; b) Knowledge of role requirements imposed by society to members of a particular social class; c) Skills of role behaviour focused on a particular social status; d) Knowledge of common norms and values, and norms (habits, customs, traditions, morals, laws, prohibitions, etc.) in different areas and sectors of social life - national, political, religious, economic, spiritual, etc.; e) Ability and skills of effective social interaction (possession of verbal and nonverbal communication, understanding the mechanisms of communication process); f) Man's knowledge and understanding of himself, the perception of himself as a social entity, etc.

Thus, the content aspect of social competence is active, proactive and constructive personal attitude to social life, the involvement into everything happening around, and the responsibility for it, and the commitment to improve the quality of life. The personal aspect of social competence includes the ability to acquire knowledge about the world and oneself, to take care of one and of others, and to build relations with society and the environment. Of course, differences in the understanding of the nature and structure of social competence affect the process of its formation.

Social competence as the ability of the individual to understand everyday situations, to predict their development, to see and predict other people's real behaviour options in these situations, as the ability and willingness to cooperate, to act independently and responsibly on the basis of the ability to accumulate and think over social information, is the goal of any education and the core of socialization. According to Gaston Berger, while educating, one is trained to change both simultaneously and continuously to be always adapted [3, p. 1 1 7 - 118].

The diversity of social relations and connections in the modern world determines the complexity of social actions, which should be learnt by a person while growing up. So, the process of social competence forming should take into account the specific conditions of modern life. Thus, the conditions for children to learn social skills and roles, to develop their social behaviour must be created considering the dynamics of socio-economic changes.

The formation of social competence in high school students can be presented as a didactic model that has specific categories:

• Content - comprises the content of the Humanities and is determined by the requirements of state educational standards; the realisation mechanism comprises interactive methods of work (individual, in groups, between groups) in the classroom;

• Activity - promotes the formation of student's subjective experience, of its components in the process of interaction that contributes to the formation of social competence;

• Result - is presented by the reasoning of social competence criteria: the values and priorities of social interaction, socially significant qualities of personality, knowledge, social character and functional literacy.

High school student as a subject of educational activity through a specific social situation in which he is can be characterized by a qualitatively new content of this activity. Along with internal cognitive motives to learn academic subjects (they have personal value), and to master the knowledge about human, the wide social and personal external motives appear. They even include motives to achieve success [9, p 255].

Educational activity qualitatively changes in structure, because for the most senior pupils learning activity is a means to plan the future life. Making conclusions after specific training a teacher makes some adjustments in the content, or into the forms and methods of work. If a student is aware that he lacks knowledge or skills to work in a particular area of social interaction and communication, he makes self- adjustment. He improves his knowledge and skills by himself through self-education: reading additional literature, attending additional courses, using media resources, etc.

We singled out a number of conditions that allow high school students to form social competence:

• Practical training must be continuous, i.e., carried out during all years of schooling that will allow a gradual introduction of a student into a social role;

• It is necessary during the workshops for students to get familiar with different life situations; this will provide a practical training for social communication and interaction;

• Students should be provided with opportunities not only to receive information, but also to communicate and interact.

We can form high school students' social competences by the following means: systemic students' acquaintance with different professions; exploring social roles and functions of a person. In this way the

school will promote a sense of responsibility (professional) to fulfil basic personal social roles. For this purpose, high school students must be involved into development and protection of the standard model, the scenario of a social profession. As part of the annual social practicum students are encouraged to develop and protect several scenarios of a particular social role that a person performs every day. While modelling (designing scenario for a profession or a social role) high school students can use suggested algorithm.

1. Using different sources of information determine a purpose, a "mission" of social profession and its role in society, its focus, its main content, the basic rights and duties, the degree of responsibility before society and the state.

2. Make the development or selection of actions, techniques, skills, methods of implementation, which should be applied in a particular profession to achieve successful results, describe them.

3. Describe the basic methods and consequences of violations of rights and responsibilities in a particular profession, and the ways to prevent them.

4. Make a list of rules that you can follow in your own life under conditions of a certain social profession or role.

5. Together with classmates arrange the material you gathered in the mini-book "Your profession and social role".

The teacher who organizes and directs the learning activities of high school students as for the selection, processing and designing in order to create scenarios of social professions and roles must fulfil specific requirements. After completing the appropriate course (for example, we suggest the course "The Studies about Humanity") specially oriented assignments must be developed. Positive points and personal qualities should be taken as a basis for scenarios. While developing scenarios (it takes approximately a year or so) a teacher should organize the contest of different projects, etc.

Thus, the formation of social competence in high school students should be human-oriented in school curriculum and methods of teaching; should cover all knowledge about nature and human; should truly reflect social achievements without embellishing or belittling their importance; should stimulate logical analysis and comparison of different views on the same issues, involving interactive methods of work in the classroom. Besides, it should form the habit of thinking in the broad interdisciplinary field of knowledge; be based on universal values - respect for human rights and freedoms, respect for nature and cultural monuments, compassion and mercy to the disabled, healthy lifestyle; it should encourage students to physical, intellectual and moral self-improvement, constant creativity (activation of creative reflexive activity). Moreover it must provide students with teaching tools for self-knowledge and self-education (as well as for harmonizing relations with people, the environment, to prevent accidents, to defend themselves and to survive in extreme conditions), form tolerant to racial, national, religious and other differences, promote the free and rational self-determination in political, professional, spiritual and other areas. Achieving defined goals is done through assimilation of students' knowledge about human, as well as skills acquired in the practice-oriented approach during specialized education.

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