Socialization of Student's Youth as a Factor of Development and Social Renewal of the Contemporary Society: By Experience of the Russian State Social University

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ABSTRACT

The major objective of the presented work is to identify the relevance and significance of the problem on socialization of student's youth, development of educational principles and criteria to assess the successfulness of implementation of this process in contemporary social higher education institution. The current article considers socialization as a compulsory component of the education/bringing-up process aimed at professional development as well as spiritual and moral formation of future specialists in various fields of professional activity. As a result of the study conducted on the basis of the Russian State Social University, the authors developed students' socialization model, whose implementation in natural conditions of educational process became convincing evidence of the fact that the implementation of systematic and purposeful community-focused work promotes professional and spiritual and moral formation of personality, the development of an integral, positively oriented worldview, need for improvement and self-improvement, requirement for creative activity that offers broad opportunities for social rehabilitation and renovation of contemporary society.

Keywords: Socialization, Social Adaptation, Identification, Self-actualization, Self-esteem, Social Renewal, Social Improvement
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1. INTRODUCTION

Under the socialization in the broadest sense we understand the process of inclusion of a person into the society. The term "socialization" is understood very broadly and is interpreted differently in various scientific fields: Psychology, philosophy, sociology, etc. Under the socialization we understand the involvement of a person in social relations, the assimilation of socio-cultural conventions, acquirement of social roles, involvement in the socially productive activities that is mandatory condition of socialization, creation of family and assimilation of family roles, etc. If we look at the evolution of the individual's isolation process and the formation of personality and its further socialization, i.e., the ways in which the personality incorporates into sociocultural space through the adoption and reproduction of values and conventions of the society, we can note that neither complete merger (in the early stages of history), nor complete separation in relationships between the individual and society was observed: A human being is a product of culture that shapes the worldview, i.e., the prism through which a person perceives the world around, himself, and translates his experience to the subsequent generations. Therefore, the problem of socialization does not lose its relevance for many centuries. It is today invariably referred by philosophers and cultural studies scholars, sociologists and psychologists. It has always been and still is one of the main issues at all levels of training and education of the younger generations. The humanistic paradigm determines the strategy and tactics of contemporary pedagogy, which seeks to overcome the limitations of technocratic education, translate it to a qualitatively new level, ensure organic interaction of graduates with the society

in order to allow graduates to use competences, acquired in the learning process, not only to adopt "world of objects and ideas, but also to produce them, to transform, and to create new ones" (Matrosov, 1999. p. 4).

The authors consider various aspects of the personality socialization issue and develop the models contributing to its solution considering the issues, such as the interdependence between social status and activity of a creative personality (Anufriev, 1984), the institutionalization of social education (Bespartochny, 2007; Bim-Bad and Petrovsky, 1996), sociology of personality (Borisova and Solodova, 1997) and pedagogical conditions of students' social identity (Vintin, 2006). Socialization is considered in the context of innovative design of socio-cultural environment that is characterized by high level of legal culture. Such an environment is characterized by the atmosphere of appreciation, respect for traditions of different nations, religious and ethnic tolerance (Arkharova, 2011).

Undoubtedly, today the creation of such an environment is highly demanded. Therefore in the works of last years, considerable attention is paid to employment of innovative pedagogical approaches in the development of spiritual and moral components of the contemporary students' personality as well as to development of methodological recommendations on the formation of value-patriotic orientations of students in higher education institutions (Kulinin, 2013). The problem of socialization is considered in the context of the conditions prevailing in a globalizing Russian society (Fomina, 2009), as a compulsory component of an integrative approach (Fomina, 2012). The problem of socialization is necessarily addressed in the context of personnel training in various fields of professional activity. Thus, great attention is paid to this aspect in the works focusing on training of officers in the contemporary higher education institution (Zolotovskiaya, 2014). Equal importance is given to this aspect in the training of human resources for small businesses, in formation in future businessmen of managerial competence necessary for achieving success (Ostrovsky, 2013; Ostrovsky, 2014).

Currently, there is a purposeful search for innovative approaches to the problem of socialization, contributing to its solution. This shows that modern scholars are fully aware of the fact that "thinking humanity of the XXI century is completely immersed in the solution of the problem on formation of a single world, designed to be a 'house' for a human being. The defining role in a process of global social integration is given to innovation. In the global social-scientific thought, an issue concerning construction of a new social reality - The innovative world - is being increasingly considered. Large-scale rapidly developing innovative transformations are currently distinctive feature of the modern world" (Stolyarova 2009; Stolyarova 2006). The scientific and pedagogical community is extensively discussing the issues on creation of a national system of social education (Fedoseeva, 2011). The works, which examine the role of the Russian state in the formation and development of social education (Fedoseeva, 2012), are of considerable interest.

At present, there is a constant search for "tools," which allow achieving good results in the socialization process of contemporary youth. Researchers refer to different kinds of art, trying to find the best ways to achieve success. The formation of spirituality, morality, and patriotism is associated with the study of literary masterpieces of culture (Esina, 2007a; Esina, 2007b). A significant number of works are dealt with the problem of artistic and aesthetic education of the younger generation (Shcherbakova, 2014a), involvement of young people into the world of artistic creation, to the formation of their ability to comprehend the logic of formation and transformation of axiological paradigms in culture space (Shcherbakova, 2014b). Many works are focused on the complex and dynamic processes that require social adaptation and self-determination.

2. METHODOLOGY

To develop a model of student youth's socialization in modern higher education institution and methods of its implementation, the basic research works were studied and analyzed that allowed identifying the main research avenues. Thus, according to research by Kon (1967; 1988), the socialization is a combination of different social and psychological processes allowing the individual to engage in social relations. It can be based on several approaches:
- Objective approach, correlating personality type with a specific type of society
- Subjective approach, determining the subjective characteristics of the individual (level of satisfaction and motivation) as the primary criterion of socialization
- Ecological approach, studying various objective factors of socialization
- Procedural approach, showing the ways and means of personality socialization
- Institutional approach, exploring the process of socialization in social institutions and organizations
- Savva (2012) identifies several aspects of socialization: Personal, activity, culturological, axiological, cognitive, informational, interactive, and attitude-based aspects. Contemporary scientists note the unity and inseparable connection of the three aspects of socialization: Adaptive, normative, and individually-personal aspects. There are also the following psychological and socio-pedagogical mechanisms ensuring the success of socialization:
  - Interiorization, i.e., learning the wisdom of the ages, which becomes the possession of the individual influencing his personality becoming.
  - Exteriorization, i.e., fixation of the individual's previously learned forms, techniques, and behavior patterns in material and spiritual performance results.
  - Identification, i.e., the assignment of public attitudes, values and ideas, formation of personal identity and self-actualization. Slastenin (1997; 1999) considers the education as a purposeful process of socialization. Despite the effect of natural factors on human development, their impact is less noticeable, as is mediated by social regulation mechanisms.

Socialization includes also the processes of self-development and self-actualization, since in the course of assimilation of social experience, a human being, overcoming contradictions,

strives to fulfill his personal potential, inclinations and abilities. American sociologist Smelser (1994) defines positive and negative mechanisms of socialization. According to him, positive mechanisms are those which form the aspiration to copy the behavior pattern, identify himself with the individual subject and the world in general. Negative mechanisms are those that hinder the emergence in the human being of undesirable behavior patterns (feeling of guilt or shame).

Mudrik (1997; 1991) distinguishes two groups of mechanisms: Socio-psychological, which includes imprinting, imitation, reflection, existential pressure, and identification; and socio-pedagogical such as interpersonal, symbolically-rendered, traditional, and institutional mechanisms. Based on the foregoing, we can come to a conclusion that socialization is a process of continuous interaction between human being and society. It is a complex phenomenon, which includes on the one hand the assimilation by the individual of values, attitudes, conventions of a certain social group or society as a whole, and on the other hand, active involvement of a human being in shaping community values and determination of his place in society. Joining the various spheres of public life, the individual acquires more independence, autonomy and individuality. Socialization is the bilateral process, in which the empowerment of the human being as a person and an actor results in development of society and implementation of the idea of progress in history. Summarizing the consideration of essence of socialization, we can give the following definition of this concept: Socialization is the process of transformation of the individual into personality in the course of his interaction with the social environment.

Analysis of these and many other works shows that target orientation and nature of student's youth socialization largely determine the development prospects of society. The society will be successful if the young generation is actively involved in the process of creating spiritual and material wealth, assumes responsibility for strategic decisions taken by the society, demonstrates independent behavior, activity, capacity for intellectual search and high professional competence. The necessity for fundamental analysis and practical testing of students' socialization problem in contemporary higher education institution is determined by several circumstances.

Firstly, new conditions for society development require new approaches to the formation of the personality with inherent social mobility, professional competence, ability to adapt to changing conditions, to make decisions independently and take responsibility for own actions, capacity for creative solutions, research activity, and other personal characteristics defined by the contemporary socio-cultural situation. Exactly the institutions of higher education being the institutions of socialization are capable of training such specialists, creating the conditions and forms of students' socialization as future professionals demanded by society and competitive on the labor market.

Secondly, under the conditions of the changing university training model, the focus on training technology of personality development, implementation of the competence-based approach to education, the problem of socialization becomes of particular importance.

Along with the development of new learning technologies there is a need for new socialization technologies in order to provide higher education institution with the opportunity to timely adjust the goals, objectives, and content of socialization, as well as to identify the development prospects. The socially oriented higher education institution faces particular challenges, since it bears social responsibility for its graduates - Future employees of the social sphere, whose personal and professional qualities are the terms of their personal self-actualization and serve a model for many other alumni. It should be noted that there are still contradictions between the requirements of society towards today's graduates and the inability of universities as social institutions to implement their socio-professional functions. Another contradiction arises between the need for a holistic and systematic process of students' socialization in the university environment and lack of the model that would reflect the specifics of the higher education institution and effectively undertake its monitoring.

The rapid development of social knowledge becomes one of the effective factors in the evolution of modern society. The emergence of sciences such as social pedagogy, social psychology, sociolinguistics, social Informatics, etc., indicates formation of a new scientific field, namely social science. The creation of social science represents a new stage in the development of theoretical knowledge related to the aggregate of human-centered technologies. The socialization of the individual in social higher education institution has its own specificity since it is one of the components of a professional orientation of the university. The technologies developed in a social institution can become an example for the development of pedagogical models of socialization in other higher educational institutions of the country.

Thus, for a comprehensive study of the formulated problem, following methods were used: Theoretical approaches, which include analysis of domestic and foreign practices of problems under study (study of contemporary methods of socialization, analysis of educational programs and curricula, and evaluation of students practical activity), pedagogical modeling, identification of patterns, generalization, as well as empirical techniques such as scientific observation, analysis of creative activity of the persons under test, questionnaires, interviews, expert assessment, and pedagogical experiment. We have used questionnaires, tests, check-lists that require a direct answer to questions. At the same time, the experiment assumed implicit methods of determination of those or other indicators. These include individual interviews, analysis of essays, and observation of students during their participation in various activities.

3. RESULTS

A socialization model was developed based on conducted analysis. The model includes the following components:
1. Creating an environment which is needed for successful adaptation of the first year student to the higher education institution
2. Creating the mechanisms for individual development of a person needed for self-development, self-perfection and the ability to change

3. Creating opportunities for participation in the public life of the university, which is the condition for an active socialization (the ability to change the world).

As noted, the main components of socialization, formed on the basis of the developed spheres of mental and social activity, mature reflection, formed skills of social conversation and socially-oriented activity constitute the methodological basis for the solution of noted problem at the higher education institution. This should be met by all requirements of the educational process and teaching staff, ensuring the execution of set challenges. The content of the model includes three interconnected units: Cognitive, communicative-activity, and motivational and axiological (value-conscious) units.

Cognitive component of socialization is the perception by student of social information on the level of knowledge, skills, and senses (Bueva). Cognitive component is aimed at forming a holistic view of the world ("knowledge about global issues and socio-cultural values"), the acquisition of the knowledge of social values and relations ("knowledge about the profession") necessary for life in society. Socialization involves the correlation of information obtained through personal social experience and the formation of own attitude to this information ("axiological orientation of the personality"). In the course of socialization, behavior patterns and activity motives of an individual become sustainable and values gain immediate motives and determine human behavior and focus. The value is determined by scientists as one of the most important mechanisms of interaction between the individual, society and culture. The knowledge of own capabilities, individual characteristics ("knowledge of oneself, the level of self-awareness") will help personality to build his own socialization program and successfully implement it.

Communicative-activity component involves the inclusion of students into socially meaningful activities ("involvement in social-oriented activities") and personal assessment of this activity. A proactive approach to life is the most important element of successful socialization. A person with pro-active attitude is able to focus attention not only on himself and his own experiences, but also on global issues. The desire to transform the world involves the development of personal qualities such as consistency of aim, self-assurance, and courage. Pro-active attitude manifests itself in active involvement in various events related to extracurricular activities (politics, culture, art, sports, etc.). Extracurricular interests contribute to the development of various abilities (communicative, intelligent, special - Like music, theater, etc.). Scientists prove a direct correlation of the person's individual creativity indicators ("creative actualization") with his professional characteristics. The higher the creative activity the higher the level of self-communion and self-correction. Actualization is the implementation of potential capabilities of the personality. And healthy lifestyle helps to accomplish successfully goals and objectives, implement plans and cope with difficulties. Health is an invaluable wealth of both society and each person in particular.

Motivational and axiological component is a self-governing system of individual's socialization. One of the factors of successful socialization is the ability to change own value system, the ability to find a balance between the demands of society and personal needs ("satisfaction with interpersonal relationships"), the understanding of universal human moral values ("the attitude towards socially significant qualities of personality"). A high level of self-regulation is an indicator of successful socialization ("the pursuit for self-actualization, self-expression, and self-fulfillment").

The Russian State Social University (RSSU) served a basis of the current research. The students of the Department of arts and sociocultural activities (DASCA) studying in the field of "Pedagogical education (musical education)" and "Folk artistic culture," as well as the students of the Department of occupational safety and environmental control (DOSEC), studying in the field of "Technosphere safety," "Environmental engineering and water management" and "Safety of life-sustaining activity in the technosphere" were involved in the research as respondents. The first stage of the experiment involved 170 respondents, including 100 full-time trained students of 1-5 years from DOSEC and 70 students from DASCA. Experimental and control groups (CGs) comprised of 85 people each.

The research on students' socialization at RSSU was held in the course of the experimental work during 4 years (2011-2015) and included three stages: Summative, formative, and resumptive stages.

The main task at the summative stage was to identify the initial level of students' socialization on the basis of the developed criteria. On the formative stage of the experiment a socialization model was implemented at the social university environment. The model provided the means of pedagogical support of the process under investigation and identification of their effect on successful socialization. At the resumptive stage of research the obtained experimental data were processed and generalized to make final conclusions.

To carry out the experiment on the basis of identified socialization level indicators, we defined the following three criteria: Cognitive, communicative-activity, and motivational and axiological criterion. The first criterion gave the possibility of assessing professional competence of future specialists in social sphere. The second one helped assessing the degree and dynamic pattern of readiness for professional socially-oriented activity. The third criterion revealed the attitude of students towards the profession, themselves, and others.

Each criterion incorporated social knowledge, social motives and relationships, satisfaction with the education and interpersonal relationships in society, self-assessment of own knowledge, skills and capabilities, experience in socially-oriented activity, self-actualization in creative work, profession, and personal self-fulfillment.

When assessing cognitive criterion we used methods such as survey, interview, conversation test, and essay, as well as observation and analysis of students' involvement in socially-

oriented activities. Evaluation of motivational and axiological component was carried out using diagnostic methods (according to the Wasserman's method of identifying the level of social frustration and Smekal-Kucher's modified survey of the Bass test) as well as questionnaires. Besides, a study of self-assessment was conducted using "self-conception," "personal differential," and the Dembo-Rubinshtein methods. Communicative-activity component was assessed through observation in natural conditions, the modeling of pedagogical situations and assessment of students' involvement in socially-oriented activities. The self-assessment and evaluation of teachers, analysis of their involvement in design and creative work, as well as their portfolio was also taken into account.

Eventually, three levels of students' socialization in a social environment of high school were defined, namely high, middle and low levels.

A high level of the experimental or CG member was determined by the availability of high level of formation of all the mentioned components. A low level of student's socialization was considered as the lack of these qualities. The average level meant poor formation of mentioned components.

Students with a high level of socialization have shown the breadth of cognitive interests, deep awareness in both general and socially-oriented knowledge (concerning public relations, social roles and statuses), friendly attitude towards others, commitment, active involvement and successfulness in socially-oriented activities, the adequacy of self-esteem, a sustainable demand in personal and professional improvement and self-development.

Students with an average level of socialization showed insufficient consistency in knowledge, selective social and professional-creative activity, initiative and responsibility, reproductive and creative activity, a moderate level of motivation and involvement in socially-oriented activities, unsustainable demand for personal and professional fulfillment.

Students with a low level of socialization were characterized by haphazard fragmentary knowledge in the professional field, lack of stability and depth of these knowledge, passive participation in socially-oriented activities, difficulties or deficiency in interpersonal relations and a low degree of satisfaction, dependence on the opinions of others, high or low self-esteem, uncertainty in making responsible decisions, situational attitude to future professional activity, and lack of experience in the creative self-actualization.

The purpose of the experimental work was to improve the level of students' socialization in the social environment of the higher education institution, since a successful professional occupation in social institutions (whether teaching, performing or research institutions) directly depends on the formation of a high level of socialization, which will allow students not only to graduate worthily from the high school and find employment according to their desires and capabilities, but continue to socialize in a professional team, realizing their professional capacity.

To determine the initial level of socialization in students of 1-5 years, several diagnostics were performed: Frustration diagnostics by Wasserman-Boyko, which allowed fixing the degree of dissatisfaction by social achievements in key aspects of life; the diagnostics by Fanfalova-Kolmagorova method, which determines the range of personality's value orientations and feeling himself in the system for these values; diagnostics of self-concept of the personality based on Kuhn's method and the Smekal-Kucher's diagnostic technique. Besides, questionnaires, check-lists and tests were used to help determining directly the level of students' knowledge, their attitudes to certain phenomena of social reality, aptitudes and interests. Finally, implicit methods for the determination of certain indicators were employed through conducting individual interviews, observations, analysis of creative works, essays, and reports made after participation in certain social events.

The diagnostics according to Wasserman's method was conducted in the form of a questionnaire containing 20 various statements, which had to be assessed by testee in terms of his personal satisfaction on a 4 point scale: 0 - Completely satisfied, 1 - Rather satisfied, 2 - Undecided, 3 - Rather unsatisfied, 4 - Fully unsatisfied. The questionnaire covered various social aspects of personality such as the relationships within the family, at work (university), material and living conditions, leisure and professional activity.

Conducted diagnostics revealed in general an increased level of social frustration in both experimental (3.1 points) and control (3.4 points) groups. The students experienced particular concern about their social and economic status and the opportunities to choose the place of work.

The diagnostics of motivational and axiological component was conducted by the method proposed by Fantalova in the modification of Kolmogorova and Kashirsky. The technique was focused on studying of value orientation system and internal conflicts of a personality. In addition, the topic of "What is for me the most valuable thing in life" was the subject of discussion at one of the "social club" sessions. The students were asked to write an essay on this topic. As follows from the analysis of all indicators, material values (material comfort) and personal values (which provide material comfort, namely love, family life and loyal friends) have the greatest value for students.

Along with the diagnostics of life values the diagnostics of students' axiological sphere was additionally carried out. A list of 30 socially significant personality qualities (of which 10 have characterized the moral sphere, 10 characterized value attitudes to the society, and 10 - Personality traits that contribute to success) was offered for consideration. The results revealed a fairly good level of volitional sphere and a very low degree of moral qualities assessment. Apparently, students were mostly exposed to the erroneous popular belief that the moral qualities (honesty, kindness, sincerity) not only do not contribute to success in life, but prevent from upward move in career and obtaining material wealth. These results also indicate underdeveloped reflexive sphere of most students.

In terms of self-assessment the following results were obtained: 80% of students from the CG and 82% from the experimental group (EG) noted a very high level of personal development in general, 75% (CG) and 77% (EG) demonstrated the development of the emotional sphere, 35% (CG) and 32% (EG) evaluated the conformity of their own moral qualities as those of the ideally socialized personality, 25% (CG) and 29% (EG) noted the development of their spiritual sphere.

To study the level of self-esteem, the observation methods, interviews, as well as "self-conception" technique were used.

In accordance with the "self-conception" technique, the students were asked to give as many answers to the question "Who am I?" as possible within 12 min. They were asked to specify personal traits that characterized themselves. The number of answers given within the time allowed for answer was one of the studied indicators. The number of responses in students with developed reflection far exceeded the number of answers of the students who had less developed view on themselves. Psychologists also believe that in this test the traits that are most important for individual must be at the top of the list. The high level of reflection was evidenced in the students who gave 15 or more different answers to the question "Who am I?"

Analysis of the responses was carried out based on social, motivational, and reflective criteria.

The social roles that were identified in the answers to the questions help us to determine the significance of the certain social sphere, in which the individual feels himself more socialized: (a) Professional (I am a student, I am a future leader, I am (good) programmer, I'm a guitar player (the loser), etc.); (b) in the family (I am the son, I am a mother (of two children), I am a (thoughtful) sister, etc.); (c) in the field of leisure (I am an athlete, I am a frequenter of the concert halls, I am a theatre-goer, etc.).

Gender is significant for 16.5% of the students (found in the top three answers) and reflects not only gender, but also social role of femininity/masculinity (I am a thoughtful sister, I am a strong man). The presence of direct or indirect gender identity bespeaks about the well-formedness of social and role-plaid area. The absence of gender identity (I am a person who...) was observed in 0.9% of students that may indicate the sensitivity of this topic or the crisis of identity (gender identity, in particular) of tested person.

A significant number of answers are related to the personal qualities of students. They also can be classified into different categories: Intelligence (I am excellent student, I am smart, I study to the best of my abilities), communication skills (I'm shy, I'm a good friend, I am sociable). Some responses concern the characteristics of appearance (I'm short in height, I'm slim, I have athletic appearance) that indirectly characterizes the attitude of a person to these traits (I smoke, I don't like my appearance).

At the end of the test students were asked to rate their responses on a four digit scale: "+" means "I like this feature", "−" means "I don't like this feature," "+ −" means "I like and at the same time dislike this feature," "?" means "I don't know whether I like this feature or not." Self-esteem is considered reasonable if the positive responses amount to 65-80% (above 80% means inflated self-concept; <50% means low self-esteem).

Reasonable self-esteem is the ability of a person to evaluate his strengths and weaknesses at the background of an overall positive attitude. It can mean self-respect, self-acceptance, and a sense of own usefulness. People with reasonable self-esteem are basically satisfied with themselves and others because they know how to build relations with society. Inflated self-esteem means that person does not see his shortcomings; his level of claims is not in accordance with his capabilities. At low self-esteem, person is not self-assured (often groundlessly); he is characterized by qualities such as humility and passivity. Low self-esteem often results in "inferiority complex."

- The have obtained the following self-esteem indicators
- Inflated self-esteem - 33% (CG) and 34% (EG)
- Reasonable self-esteem - 15% (CG) and 17 (EG)
- Low self-esteem - 52% (CG) and 49% (EG).

The presence of the marks "+ -" indicates a high degree of reflexivity and intelligence. The person is able to consider a certain phenomenon from different perspectives and is "balanced" with respect to the assessment of certain qualities. These people are characterized by the ability to handle stress and resolve conflict situations. They are tolerant, so they can tolerate others' shortcomings. If the number of "+ -" marks exceeds 30%, this suggests that the person is experiencing a "crisis" or he is so indecisive that it makes him difficult to fully integrate into the society. Also, such critical state may result in a large number of "?" marks.

Students' responses reveal the temporal aspect of identity. The presence of verbs not only in the present but the past and the future tense bespeaks of the ability to analyze their successes and failures, set goals for the future. Answers like "I am a future mother," "I dream about good family" bespeak about lack of self-identification at the time of testing.

Correlation between social and individual characteristics in students' answers is an important indicator of the evaluation. The lack of personal characteristics and focus on the social sphere is indicative of low individuality manifestation and the lack of self-expression (this indicator was found in 2.3% of students). The lack of social roles may indicate concentration of a person on his ego at which socialization is quite difficult. Such students were not found among the testees.

The answers of the students made it possible to trace the activity aspect of socialization, namely, attitudes to learning, extended education, and leisure. The presence of the verbs: I want., I love, I think, etc. in the characteristics of "who I am" evidence about maturity of this aspect. The obvious predominance of nouns along with the presence of a large number of adjectives testifies to person's rich emotional sphere and high degree of self-esteem (tall, courageous, shy, attractive, etc).

Thus, the identifying characteristics include 7 unified indicators that characterize personality's "self-concept:"

1. Social indicators (gender; educational and professional role; ethnic-regional identity; ideological identity; group identity).
2. Communicative indicators (friendships; relationships with society in general).
3. Material and physical indicators (attitude towards material goods; description of own appearance; preferences and eating habits.
4. Activity indicators (in the educational, professional, and recreational areas).
5. Promising indicators (intentions, assessment of aspirations, dreams).
6. Reflexive indicators (personal identity – personal qualities, emotional attitude).

To identify relationships to educational and cognitive, research and development, professional and creative activities, the observation, interview, and questioning methods were used. The results of the study have shown that just 34% of students have an adequate understanding about the future profession and are interested in getting to this profession through higher education. Their statements had a positive assessment of the educational process in general and the desire to acquire a quality education. At that, 9% of students expressed negative attitude towards the educational-cognitive activity that was caused, apparently, by previous negative personal learning experiences at school or college, while 57% of students showed an indifferent attitude towards the cognitive activity and lack of motivation to learn.

In the course of experiment, the extra-curricular interests of the first-year students were analyzed as well, which led to the conclusion that students prefer passive forms of leisure such as social networks, computer games, television (with the exception of students of the DASCA, who like to visit theatrical performances and concert halls since this is a part of their future profession). Just 5% of the students showed the lack of pronounced interests that requires special attention from teachers and curators.

To identify the particular orientation of the individual in the course of socialization, Bass methodology was employed (the Smekal-Kucher questionnaire), which allows identifying the aspirations and values of the individual. The focus on communication is expressed in an effort to work together, maintaining friendly relations that are valued more than own careers and even the essence of the activity. The focus on business is manifested in the commitment to deliver quality work and does not exclude the orientation on joint cooperation or approval of own positions to get better result.

Personality orientation was determined also using the method offered by Egorycheva, which was modified with regard to students. Used technique allowed selecting the groups of students with a positive attitude towards themselves, a positive attitude towards society, a negative attitude towards themselves, and a negative attitude towards society. Besides, 4 personality orientations were defined: Egocentric, humanistic, sociocentric, and negativistic. The largest group in terms of the number of students involved consisted of egocentric individuals with individualistic accentuation (27%). The individuals of sociocentric orientation with conformist accentuation composed another large group of students (26%). A little smaller was the group of students with humanistic orientation having individualistic accentuation (15%). The smallest groups of students were those with individuals of altruistic accentuation of sociocentric orientation (5%), derogatory accentuation of sociocentric orientation (6%), and self-deprecating accentuation (3%).

Input-output analysis of various data showed a contradiction between the cognitive interests of students, their motivational sphere, and inadequate self-esteem.

The summative stage of the experiment revealed that the low level of socialization was prevailing in 61.8% of the EG students and 61.2% of CG students, the average level was shown by 34.1% (EG) and 32.3% (CG), whereas a high level was revealed in 7.3% (EG) and 7.6% (CG). With regard to cognitive component, 76% of the students showed insufficient knowledge of general and professional nature. The interest in learning was shown by 8.2% of students. At that, 55% identified a shortage of interpersonal relationships, difficulty in building relationships with others (classmates, teachers, relatives). Besides, 70.8% of students showed low level of social experience (the experience of taking part and organizing of various activities).

4. DISCUSSION

The process of pedagogical support of students' successful socialization consisted of consistently implemented aggregate of units, namely, target, theoretical-methodological, organizational, diagnostic, substantial, and criterial-ratable units. To that end, student's personality social development program was launched (SPSDP). The target unit of the program is determined by the social mandate of society towards education of the mature creative moralist ready for professional activity in the field of social work. The development of cognitive sphere of personality (knowledge, attitudes, judgment), motivational sphere (the need for social education, the quest for self-actualization), and communicative sphere (respect for the personality of the other, tolerance, respect for ethical conventions in multi-ethical society and education in a social higher education institution among the students with different educational opportunities) will provide an integrated training of future specialists in social sphere allowing successful socialization not only during study at the university, but also in the further professional activity.

The purpose of the program consists in pedagogical support of successful socialization of social university students on the basis of fulfilling socially-oriented activities, comprehensive development of the personality with allowances made for requirements of a continuously changing social medium and the demands of society.

Objectives of the program include the following:
*   Formation of social knowledge and skills allowing student to adapt successfully to the educational process and to integrate into the social environment of the university;

- Formation of the value-conscious relation to the content of the learning process, conventions of social interaction, performing social roles in the course of socialization in higher education institution;
- The development of communicative culture and communicative skills that are the foundation of social relations in society;
- The development of personal qualities, creativity, liability for own conduct, proactive approach to life allowing successful self-actualization in the future profession.

The general structure of the program content was developed based on the criteria of socialization and includes the necessary tools (working forms and methods) allowing to build personal path of each student's professional development.

The program included 3 stages:
1. Adaptation (I course)
2. Individualization (II-III courses)
3. Professional self-actualization (IV-V courses).

At the stage of adaptation, the teaching staff of the university pursued the following tasks: Helping students to be involved in teaching, research and creative activities, to comprehend their own interests and abilities, and to find a comfortable environment of leisure and extracurricular activity, make friends, establish a liaison with classmates, teachers, faculty and the university administration, to create a positive attitude towards themselves and the environment. The creation of a comfortable psychological climate is one of the main challenges of initial adaptation. The successful solution of this problem contributes to the formation of value-conscious positive attitude towards learning and the possibility of successful self-actualization.

The first week for first-year students at RSSU is called "adaptation week." Every day students get acquainted with the campus and university buildings, are involved in specially organized meetings with the faculty and university administration, trade union committee and other structures, take part in introductory meetings of various clubs and associations that offer students to be engaged from the first-year of study. Students familiarize with their rights and responsibilities, module-rating education system, learn about the traditions and customs of the social university. In October, senior students of each department organize ceremony called "Dedication to freshmen," where newcomers get the opportunity to reveal themselves and show their talents (musical performing, artistic, intellectual, etc.); they are participating in contests in various nominations. Informal communication allows the first-year students to get to know each other, same-year students and teachers.

During the adaptation period, the students form their academic and extracurricular interests, socially important qualities, such as sociability, tolerance, axiological and motivational sphere of the personality; everyone finds his place in the team. The emergence of new friends, the opportunity to participate in sports and concert life of the group, the involvement into "real" scientific activity contribute to the successful socialization and fulfillment in life.

Curricula and syllabi at the RSSU are constructed in such a way that during the first-year much attention is paid to the basic disciplines of bachelor degree course, both humanitarian, contributing to the formation of worldview, and natural-science, developing logic and outlook. Obligatory subjects such as "Physical culture" and "Basics of life vital functions safety" contribute to the understanding of a healthy lifestyle and developing leadership skills, they learn to make decisions in unusual situations. Thus, the first-year of study lays in students the educational foundation needed them when studying specialist disciplines.

At the adaptation stage, students learn to think and act independently that is also one of the most important tasks of successful socialization. In the framework of the training courses the teachers develop various methodical recommendations for students' independent work. First-year students actively use the electronic library, located on the territory of the RSSU. Specially equipped classrooms allow students to perform tasks using modern information systems and technical means.

The curator's activities are very important during the first months of working with first-year students. Curator's goal is to familiarize and involve students into traditional university lifestyle. However, the main thing is the preparation of individual learning paths. The curator should know each student as a personality (his inclinations and characteristics, character traits, family status), conduct individual conversations and analyze personal and social change.

The individualization phase is the most complex and important in a student's life. At the second and third years of study, students feel more free and confident, having improved academic and cognitive abilities, communicative, personal and motivational spheres, balancing the range of interests and hobbies. Students actively form their "self-concept" and improve socially important personality traits.

The curricula and syllabi of 2nd-3rd years of study is dominated by courses which include vocational subjects, the role of interdisciplinary connections enhances, the students form scientific concepts, the course content is filled with personal perception.

Participation in research activities contributes to the implementation of all SPSDP units. Scientific-research communities as well as students' branches of the Academy of Social Sciences (SASS) are established at all RSSU departments. In the framework of scientific activity, students take part in research projects, make scientific presentations at various level seminars, congresses, and conferences, as well as participate in scientific works competitions. According to SASS, about 80% of students are involved in students' scientific circles organized at the RSSU departments. Every year the students of the DASCA as well as the students of the DOSEC become laureates of the contest of scientific works of teachers, graduate students and students in the categories of "The best student's project," "The best student's scientific work (article)," and "The best graduate qualification work."

Every year RSSU conducts "student's science week," giving the students opportunity to participate in "Science. Education.

Culture" and "Day of Russian science" fairs. Involvement of the first-year students in scientific events gives the opportunity to accumulate the experience in research activity, develop civil attitude of researcher and active member of scientific community, enrich the inner world and increase responsibility for their professional growth, demonstrate passion, initiative, and mature attitude towards social activities.

In accordance with SPSDP, the social club "Leader," providing preparation and support of various events (festivals, concerts, conferences, etc.) was organized for students of two departments (located in the same RSSU building). The club has implemented at its meetings a system of extracurricular classes, which contributed to the development of communicative skills in students; thus the club provided conditions for personal growth of each participant. Often the meetings were held in the form of discussions on social, educational and cultural issues, offering discussions concerning particular movies and viewing film fragments. Various guests (famous and little-known persons, practitioners, scientists and researchers, actors etc.) were invited to club's sessions. Some of the guests were participating in the subsequent concerts and scientific conferences. The discussed topics were quite different: "Tolerance and intercultural interaction," "Who am I in this world," "Social hockey," etc.

Socially-oriented activities aimed at developing social activity of students promoting personal development of the student on the basis of individually-creative approach, free choice of personal attitude, voluntary adoption of life philosophy, values and priorities.

Educational value of socially-oriented activities is disclosed in forms of leisure activities such as visits to theaters, museums, art exhibitions, organization of visiting concerts and festivals for children and their parents; in the development of student self-government (participation in student councils, leaders meetings, volunteer movement, the scout teams, environmental expeditions, etc.). Initiative groups of students have organized events such as "Dedication to students," "Miss of department." The departments have their KVN teams (humor show of club of the cheerful and sharp-witted young people) which participate in university contests. At the meetings of the "Leader" social club, at the end of the summer holidays, the students make presentations on the topics like "summer practice," "Counselor's everyday life," show video reports made at children's health camps, field workshops, etc. Voluntary students' and teachers' associations have helped to unlock the creative potential, various abilities and aptitudes of the students with different starting potential, when organizing various events. The involvement of students in volunteering (assistance to needy seniors, children, people with disabilities, and students of special schools) provides the development of social qualities such as humanity, tolerance, kindness, responsibility, and compassion, needed for the future social worker. Students actively participate in children's educational institutions of additional education and the preparation and carrying out of activities at regional and municipal level.

At the stage of professional self-actualization, students stretch their capabilities and actualize themselves in the profession and

creativity. Educational, research, professional, creative, leisure activities acquire significant personal character. Most students produce a personal style of scientific-cognitive activity.

Organization of practical training is an essential part of SPSDP. Students do different kinds of practices (training and production, teaching, research) at various manufacturing businesses (both public and private), educational and cultural institutions of the Moscow city.

Practical training of students of the DASCA is held on the basis of culture, art, and education establishments as well as various level and type of educational institutions whose orientation meet the requirements relevant to training. These include Federal State Educational Institution (FSEI) "Gnessins State Musical College," FSEI "Academic Musical College at the Tchaikovsky Moscow State Conservatory;" FSEI "College of Musical Art, No. 61," FSEI "Smolensk Pedagogical College," Kabalevsky Education Center No. 1601; "The Firebird" Education Center No. 324;" State-run Educational Institution (SEI) "Cadet School" No. 1784, "Children's Jazz School at the State Musical College of Pop and Jazz Art," children's music schools in cities of Balashikha, Lyubertsy, Sergiev Posad and Yegoryevsk, various arts organizations and groups ("Soul of Russia" ensemble under the direction of People's artist of Russia L. Nikolayeva), etc.

Students of the DOSEC do practical training at the State Unitary Enterprise Moscow Scientific-Production Association "Radon," the Institute of Labor Safety, and the Federal Service for Supervision in the Sphere of Natural Resources.

The involvement of students in various types of practical trainings such as academic, research, production, pre-graduation, and teaching has a comprehensive significance for their socialization. University faculty members have developed programs and guidelines for various types of practical training, which give a general description of the training, its goals, objectives, structure, requirements for the preparation and execution of reporting documentation. Special attention is drawn to the students' management during practical training. Practical training gives knowledge about the surrounding reality; promotes the formation of a proactive approach to life, the development of independent thinking, self-actualization, needs for education and professional fulfillment; develops the ability to predict the results of own work and find ways to overcome difficulties.

The faculty administration and heads of practical training closely interact with the bodies of state administration in the field of education and culture, directors of relevant and specialized schools that provide a high level of acquisition of professional competences by the students in terms of their applied significance. The content of the educational programs is constructed in such a way that subjects of the curriculum are matched with the practical training of students during the normative period of study that allows formation of graduates' competences with involvement of future employers.

The fourth year students develop graduation projects, writing the graduate qualification work. Topics of diploma theses are

chosen according to the interests and aptitudes of the students and are consistent with employers where students pass graduation practical training. Development of the graduation project is the first step in the future scientific career of the specialist. During the execution of the thesis the student gains confidence in his abilities and recognizes the significance of chosen profession. He is motivated to practical activities because after graduation can get a job.

The future of graduates is of particular concern of the University. Communication with them is not interrupted for several years. The University analyzes satisfaction of alumnae in terms of their profession, the further success in their professional development. To that end the University conducts a survey among both employers and the young specialists. The University constantly receives annual reviews on the competitiveness of specialists and the professional level of graduates, as well as the effectiveness of their training. Thus, the socialization model finds its embodiment in SPSDP, which in fact is a practical implementation of proposed model.

In the framework of School of Social Business Technologies affiliated at RSSU, in order to facilitate employment and professional growth of RSSU students, the Center created and implemented training program "Professional adaptation and job search technology," as well the set of basic trainings.
- The program includes the following modules:
- Module 1: "Professional orientation of students as a necessary condition for choosing the profession"
- Module 2: "Modern job search technologies"
- Module 3: "Successful self-presentation strategies and techniques. Business etiquette and its importance for employment"
- Module 4: "Fundamentals of effective communication and psychological adaptation in a team" (training)
- Module 5: "Legal support of young professionals' employment: Legal aspects of hiring"
- Module 6: "Professional competence of graduates" (round table)
- Positive changes in the students' socialization process were noted at the resumptive stage. Thus the number of students with a high level of socialization increased by 29%, those with medium level increased by more than 27%, and low level dropped down by more than 52%. The students showed knowledge about the world, society, social relations, and themselves. There was an increase of students' interests in various phenomena of social reality. In the course of education at the university, students have mastered social conventions and values. The reflective index became also much higher; almost every student related himself with the requirements of the life around, sought for self-actualization in the social environment.

It was revealed in the course the experimental work that the number of students able to take responsibility for each other and maintain ongoing friendly relationships has increased, whereas the number of students experiencing communication difficulties significantly reduced. Being involved in important social events and participating in university life, students understood the responsibility for their conduct, learned to cooperate and have gained confidence in their abilities.

Outcomes of observation under natural conditions showed the variation in time of students' involvement in socially-oriented activities. By the end of the experiment, high level of this indicator was revealed approximately in one third of students, while a low level has reduced by almost 10 times.

Creative actualization was assessed during the analysis of documentation prepared in the course of practical training through the interviews and the experts' (the heads of the creative associations, teachers, and curators) evaluation. It was noted that the students desired to achieve high results in their professional work as well as were focused on achieving success in relevant (from their point of view) activities, improve their own personal and professional qualities, raising critical thinking and evidence.

Based on the formative experiment results, we have carried out repeated diagnostics of students' axiological sphere. Personality traits, such as purposefulness and self-confidence (135 people - 79%), assistance to others (120 people - 70.5%), tolerance (110 persons - or 64.7%), responsibility (96 persons - 56.5%), and benevolence (87 persons - 51.2%) came to the fore.

Testees reported trend in the development of moral qualities and the spiritual growth: 67% (CG) and 92% (EG) have shown the maturity of moral qualities, 50% (CG) and 84% (EG) - Acquisition of an important spiritual qualities of a personality. High level of personality development in general was noted in 88% (CG) and 94% (EG) of students.

The greatest changes in experimental students group were noted in the formation of the qualities necessary for professional activity in the social sphere; while the number of answers on other criteria changed on average by 20-30%, the qualities such as kindness, compassion, helping neighbor, tolerance, integrity, etc., have changed by more than 50%.

5. CONCLUSIONS

Well-grounded pedagogical means to ensure the successful socialization of the personality in a space of contemporary social institution, tested in the experimental work, allow us to make the following observations:
1. The results of summative stage have shown that the development of the personality at the stage of admission to higher educational institution is mainly disharmonious. Thus, the students are not familiarized with axiological orientation (and this is in part due to the age, when a person just enters the phase of individuality formation); the first-year students show a low level of education; need-motivational sphere (with regard to educational-cognitive activity, involvement in socially-oriented activity, and self-improvement) is underdeveloped; the rate of frustration is too high due to the instability of society, and loss of axiological benchmarks; the

students have no clear idea about future profession, which they will acquire after graduation; prevailing is the egocentric orientation of the personality.

2. New conditions of society development require updating of the education strategy based on innovative technologies, providing opportunities for self-actualization of each personality in modern society and building individual educational path. Social education is the effective means of personality socialization in contemporary cultural space.

3. The socialization model that takes into account the main factors and indicators of socialization, is efficient and effective, provided the availability of pedagogical conditions conducive to the involvement of students in academic environment, which offers them various forms of academic and extra-curricular activities, social practices, and positive interpersonal communication.

4. The launched program of social development of the individual student, built on the basis of above described model, takes into account the specific features at different stages of student's socialization in social higher education institution and is one of the most important pedagogical means to ensure the success of student's socialization:

   - At the adaptation stage, it is necessary to help each student to engage in active learning and extracurricular socially-oriented activity, to find friends, to establish a harmonious relationship with fellow students, teachers, and university administration.

   - At the integration stage students improve their knowledge, skills and attainments, approach to future professional activity, identify the scope and types of activities, where the they can fulfill their personal potential (scientific work, creative performance, design creativity, academic activity, etc.); actively form axiological sphere and the personal social orientation, improve socially significant qualities such as sociability, tolerance, self-confidence, and stable personality traits.

   - At the stage of professional individualization students maximally unlock their capabilities and express themselves in terms of profession and creative work; all activities acquire personal significance; the greatest emphasis is placed on the acquisition of professionally significant competences (especially in the course of practical training), as well as on development of independence of thought, needs for further education and professional fulfillment.

5. The results of the diagnostics conducted at the final stage of the research indicate that in the structure of each student's personality there have been significant positive changes: Students have acquired social experience, pro-active attitude; self-esteem and level of claims had reached the mature stage of development, allowing student to feel self-confidence and shape the future.

The study has shown that the developed educational technologies turned out to be effective. They also can be used for students with peculiarities of mental development. Special attention and individual approach is required to gifted students and students with selective focus, as well as persons with disabilities. Mentioned issues can serve topics for further research. The research prospects can also be associated with the search and development of technologies for socio-pedagogical support of students' socialization in a multilevel system of social education, covering training from school to higher education institution.

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