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HISTORICAL AND PEDAGOGICAL REVIEW OF THE DEVELOPMENT OF THE ISSUE OF LABOUR TRAINING OF STUDENTS

The article considers the history of the development of the issue of working practice of students, formation of labor training as a school subject. From the methodological point of view, it should be noted that labour training along with other educational subjects plays an important role in the implementation of the following secondary tasks: mental and physical development, moral and aesthetic education of students, formation of their outlook in general. It can be achieved due to the specific characteristics of the content of education. Involvement in various types of engineering and design activities with effective means of mental development of schoolchildren; physiologically-based standards of physical activity during practical activities contribute to the overall development of the organism, improvement of coordination and other sensory qualities. Systematic involvement of students in the team work provides the basis for raising such important modern human qualities like communication, mutual aid, initiative, perception of a healthy spirit of competition. Classes for artistic crafts stimulate cultural development of school students through the fostering of their aesthetic taste and appreciation of beauty. Consideration of the importance of labour helps students to understand the laws of the development of nature and society and join vigorous productive activity. Combination of education and labour training ensures the validity of their views and beliefs, contributes to the achievement of the unity of ideology and everyday practice. Today's state of labour training at school is causing many complaints of children, their parents and teachers, which is caused by the fact that the huge educational potential of the labor training is used in an improper way. Such a paradoxical situation, when educational recourses of subjects are not used properly at secondary schools may be explained primarily by the fact that teachers are not ready for this. In theoretical terms the issues are profoundly developed, but teachers do not have necessary educational materials. Therefore, the need for them is very urgent today.

Keywords: labour training, productive work, practical activity of school students.

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REVISITING THE ISSUE OF MASTER-DEGREE STUDENTS' PROFESSIONAL SOCIALIZATION

The article deals with the issue of socialization in general and professional socialization in particular. All main types of socialization have been revealed. Besides, some peculiarities of professional socialization of master-degree students have been described. The main aspects and aims of professional socialization of master-degree students have been substantiated and listed.

Keywords: socialization, professional socialization, master-degree students, professional formation, development, self-identity.

Problem statement. Modern world is characterized by high requirements to professionals of all spheres of life due to the rapid changes in economics and implementation of innovative technologies. Especially it concerns would-be professionals, namely master-degree students, who are at the stage of their professional formation and development. Professional socialization requires many-

sided development of a future specialist and his/her preparedness and readiness for the professional activity and functioning as a society member. The issue of forming professional socialization in master-degree students in modern Ukraine is especially relevant because of the economic situation and social peculiarities of the country. Today it is difficult to find a well-paid job because of

high demands of employers to job-seekers, and especially to university graduates, who have no job experience. That is why young people should do their best to obtain all necessary knowledge and skills to be competitive at the labour market. Moreover, students must understand the responsibility of their occupational choice as their future life and wellness depend on it.

The article is aimed at revealing the specificity of the concept of socialization in general and professional socialization through the example of master-degree students' professional training.

Review of recent publications. The issue of socialization was the subject of the researches of a number of Ukrainian (V. Radul, V. Shkonda, N. Kaniosa, T. Alekseenko, M. Mikhalchenko et al.), as well as foreign scholars (J. Weidman, D. Twale, E. Stein, Janice T. Thomas). Still the issue of the formation of graduates' professional socialization remains understudied due to the changes in the modern world in general and the educational system in particular.

Major content. To start with, it is necessary to give the definition to the concept of "professional socialization". First of all, it is worth noting that professional socialization is the component of more general concept of "socialization of a personality", which is considered as "a continuing process whereby an individual acquires a personal identity and learns the norms, values, behaviour, and social skills appropriate to his or her social position" [6].

This concept is used as a scientific category by the representatives of many sciences – philosophy, sociology, political sciences, psychology, pedagogy, etc.

According to some data, the emergence of this notion is related to the end of the 19th century and is associated with the names of American sociologist F. Giddings and French sociologist G. Tard [4].

Socialization embraces all processes of enculturation, involvement into communication and studying, with the help of which a person obtains social essence and the ability to act like a real member of the society.

Socialization of a personality can be of the following types: primary socialization, marginal socialization, secondary socialization, and resocialization.

Primary socialization takes place in the pinafore stage of existence within a family or other close environment; it is related to the formation of general image of reality and mastering certain behaviour patterns in different situations with people. Further in the process of primary socialization the correction of the obtained experience takes place.

Marginal (intermediate) socialization takes place in adolescence in different marginal groups. It is closely related to the demand of self-assertion, group and gender identity of a personality in the inner circle. It is associated with professional identity for adult representatives of society.

Secondary socialization comes around in the process of professional formation of a personality, acquisition of a certain status and specific role behavior.

Resocialization is a preparation for the return to a usual culture, environment, and renewal of social ties. It takes place as the result of physical or psychological traumas, as well as with the convicted with the aim to prepare them for adequate social norms of outside life after the completion of sentence [5: 38-39]. It is considered as a part of pre-release training.

In the process of socialization certain social roles are acquired, namely social functions, behavior patterns, which are implemented in accordance with a certain social position of a person in the system of interpersonal relations. In other words it is carrying out of a certain role in line with the requirements of everyday life, professional activities, and functions performed by a person.

Besides, there are also the following kinds of socialization according to the specificity of individual's life: sex-role, family, professional, and sub-cultural one.

Sex-role socialization is considered as gaining human experience of social behavior according to the gender and manifesting it depending on the age and changes in social environment (boy, girl, fiancé, husband, father, mother, wife, etc.).

Family socialization takes place according to the social status in a family. It manifests itself in gaining and applying the experience of family life.

Professional socialization is going on basing on the social experience of performing a certain kind of work. It is associated with joining a subculture and its manifestation in professional activities.

Sub-cultural or group socialization is a social role of a person, which is acquired by him/her and implemented due to the culture of the environment, in which he/she studies, lives, communicates. Every region has its own socio-cultural peculiarities of behavior and communication [5: 41].

It is worth noting that socialization is influenced by heredity, inborn peculiarities, factors of environment, abilities and skills, personal role in self-development and self-improvement. They can both accelerate and retard the process of socialization in different aspects of its manifestation.

A person is considered as a subject and an object of socialization. It means not only gaining social experience, experience of interaction in a certain environment, acquiring knowledge, skills and personal qualities, but also a two-sided process: a personality learns social experience and at the same time influences this environment, changing it. Socialization is considered as a life-long process [3: 39].

In our research we pay special attention to the professional socialization of master-degree students. It is important that the process of professional socialization starts from the moment a school leaver decides to enter a higher educational institution.

Professional socialization is a "process by which persons acquire the knowledge, skills and disposition that makes them more or less effective members (of a profession) ... and a subconscious process whereby persons internalize behavioral norms and standards and form a sense of identify and commitment to a professional field"

[11: 6]. It includes the formation of an individual professional identity, where students come to view themselves as members of a profession with the knowledge and responsibilities which attend membership. It is thus an inherently social process [10].

Student age is considered by B. Ananiev as a peculiar ontogenetic stage of individual's socialization. He determines the student age in the following way: "The educating of a professional, a public person and a citizen; the mastering and consolidating of a number of social functions; the formation of professional skills – all these aspects form the most important for the social development and personal formation period of life, which is defined as student age [1: 125]"

As previously mentioned, socialization of a student takes place from the moment of his/her admission to a higher educational institution. During 4-5 years of studying at a university a young person gets higher social status compared to his/her peers, who are not working on their university degree. He/she gets new opportunities to obtain different high professional and social statuses with performing prestigious social roles, which help to assert their own personality, fully reach the potential [3].

Thus, the successfulness of graduate's independent life depends of the level of his/her personality's socialization as a result of the campus life. This becomes especially relevant when a graduate obtains his/her degree and starts his/her professional activity. At this stage a young professional faces new difficulties and problems on the way of professional fulfillment.

Legitimation, a critical element within the process of professional socialization, occurs when those around learners affirm that they are actually developing an identity as a member of their chosen profession [9]. Symbols, benchmarks, or "ritual ordeals" and people can all serve as valuable socializing agents during learners' experiences of legitimation [8].

As students are professionalized, they are initiated into a new culture wherein they gradually adopt those symbols which represent the profession and its generally accepted authority. These symbols (language, tools, clothing and demeanour) establish, identify and separate the bearer from the outsider, particularly from the client and the paraprofessional audience [8: 54].

In Haas and Shaffir's view, early manipulation of these symbols of legitimization "heightens identification and commitment to the profession" and more importantly "actually changes the neophytes' own perception of self" [8: 72].

Taking into account modern tendencies of the development of the educational system the conditions of the process of master-degree students' professional socialization are the following: 1) mastering the norms and values of social morality, national traditions, development of the adequate self-assessment and the ability to estimate one's own results of the activities; formation of value orientations; 2) understanding the place in the society and life purposes by master-degree students; 3) mastering the

values and main traditions of the world and national culture, taking part in cultural life of the society as a subject of creating national culture; 4) forming national consciousness, understanding and respecting the rules and laws of the country, national self-identification, and patriotism; 5) students' all-round development considering constant changes in the modern world in all spheres of science and techniques; 6) valueological education of master-degree students, which is considered as a prerequisite of a healthy nation; 7) developing personal abilities and skills which are important both for adequate functioning of a graduate in modern society and performing official duties at work; 8) obtaining the most profound knowledge as possible, in order to be a competitive candidate at the labour market; 9) creating an ideal behavioral pattern, which a would-be professional will orient at in his/her future work; namely it can be considered as motivation to self-development and self-improvement; 10) realizing one's own vocational aptitude, which is regarded as the necessity to implement the acquired knowledge, skills and experience into the working practice, considering this process as a breath of life, as the main prerequisite of the success in life; 11) master-degree students' readiness to be professionals in the chosen field, to perform a set of professional duties, their self-identification with the chosen social status and social group.

The first four aspects of the process of master-degree students' professional socialization can be considered as social maturity, because only a socially mature person is able to realize and understand the importance of the social environment, the necessity of interacting with other members of the society not only in the professional sphere, but also in everyday life. Besides, it is especially relevant in today's Ukraine, because our national integrity, the future of our country depend on all members of the nation, on their views, consciousness, psychological and social maturity. Only a mature person can appreciate his/her own role in the process of economic and social development of the country.

The next four components include all kinds of competencies, important for adequate functioning of a future specialist in everyday life and professional activities. These are learning, cognitive, informational and communicative competences. The modern requirements to a professional of any field are extremely high, which demands not only his/her knowledge in a certain sphere of his/her occupation, but first of all general erudition, and communication skills, which are necessary for establishing contacts with other members of the society. It is worth noting that this also refers to second-language skills, because nowadays Ukraine is expanding the boundaries of the foreign-policy activities, integrating into international society and creating conditions to make all branches of the country activities meet the high international standards. Thus, acquiring English language skills is one of the important aspects of today's master-degree students' professional development.

The last three aspects are related to the psychological sphere. Students' psychological readiness for the future professional activities, considering and realizing all the advantages and disadvantages of the chosen occupation, understanding the possible risks and failures in future work determine their conscious choice and independent decision, which is extremely important for the professional formation of a would-be specialist.

Considering the above mentioned, one can list the main aspects of master-degree students' professional socialization: adaptation abilities, purposefulness, need for constant self-development, independency, social maturity, self-consciousness, etc.

As Dall'Alba emphasized "Learning to become a professional involves not only what we know and can do, but also who we are becoming" [7: 34].

Besides, it should be mentioned that master-degree students are supposed to continue their post-graduate studying in the scientific field and become scholars in the future. Thus, one of the main components of their professional socialization is obtaining research skills and experience in working with scientific literature, carrying out empirical researches, etc. Besides, they must understand

their social role of being a professor in the future and get psychologically and intellectually prepared for meeting the high standards of clerisy.

Conclusions and prospects for further researches in this direction. The theoretical review helped us to reveal that professional socialization is a subject of more general concept of socialization of an individual. Socialization is a process in which an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position. Professional socialization is considered as a process of acquiring necessary knowledge, skills and rules of behavior, which makes him/her a professional in a certain field. Besides, it also concerns the need for constant self-development, social maturity, self-consciousness and complete understanding of professional duties and getting ready for their fulfillment. The article does not involve all the peculiarities and specificity of the studied issue. The prospect for the further research is aimed at revealing the peculiarities of preparing future master-degree students for research activities organization as a component of their professional socialization.

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ДО ПРОБЛЕМИ ПРОФЕСІЙНОЇ СОЦІАЛІЗАЦІЇ СТУДЕНТІВ МАГІСТРАТУРИ

У статті розглядається проблема соціалізації загалом та професійної соціалізації студентів магістратури зокрема. Мета статті полягає в аналізі понять «соціалізація» та «професійна соціалізація» на прикладі студентів магістратури. Було з'ясовано, що соціалізація особистості – це тривалий процес набуття людиною особистої ідентичності у результаті опанування знань, вмінь та навичок, певного стилю поведінки та комунікації, що відповідають її соціальній ролі. Концепція соціалізації використовується багатьма науками: психологією, соціологією, політологією, філософією, педагогікою тощо. Процес соціалізації охоплює всі процеси входження у культуру, комунікацію та навчання, за допомогою яких людина здобуває соціальний досвід та може виступати повноцінним членом суспільства. Соціалізація поділяється на декілька типів: первинна, маргінальна, вторинна та ресоціалізація. Окрім цього, з погляду специфіки життя людини як об'єкту соціалізації, вона може бути таких типів: гендерно-рольова, сімейна, професійно-трудова та субкультурна. Вкрай важливим є те, що соціалізація триває протягом всього життя, а професійна соціалізація розпочинається саме у той момент, коли абітурієнт вирішує вступати до ВНЗ з певної спеціальності. Професійна соціалізація розглядається як процес, у результаті якого людина засвоює знання, навички та паттерни поведінки, які дозволяють їй бути компетентним професіоналом певної галузі та повноправним членом тієї соціальної групи, до якої належить її професія. Визначено, що головними передумовами процесу професійної соціалізації студента магістратури є адаптаційні можливості, цілеспрямованість, жага до саморозвитку та самовдосконалення, незалежність та вміння самостійно приймати рішення, соціальна зрілість, самосвідомість тощо. Одним із найголовніших аспектів професійної соціалізації саме студентів магістратури є розуміння ними майбутніх професійних обов'язків та готовність до їх виконання. Дуже важливим є те, щоб студенти магістратури свідомо підходили до питання майбутнього працевлаштування, оскільки вони мають усвідомлювати всі негативні та позитивні аспекти своєї професійної діяльності, включаючи відповідальність та можливі ризики. Більш того, студенти магістратури розглядаються як потенційні науковці та викладачі ВНЗ, саме тому на них покладається велика відповідальність за обрану соціальну роль – інтелігенції – зразка для представників інших професій.

Ключові слова: соціалізація, професійна соціалізація, студент магістратури, професійний розвиток, самоідентичність.

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К ПРОБЛЕМЕ ПРОФЕССИОНАЛЬНОЙ СОЦИАЛИЗАЦИИ СТУДЕНТОВ МАГИСТРАТУРЫ

В статье рассматривается проблема социализации в целом и профессиональной социализации студентов магистратуры в частности. Цель статьи заключается в анализе понятий «социализация» и «профессиональная социализация» на примере студентов магистратуры. Было выяснено, что социализация личности – это длитель-

ный процесс обретения человеком личной идентичности в результате приобретения знаний, умений и навыков, определенного стиля поведения и коммуникации, соответствующих его социальной роли. Концепция социализации используется многими науками: психологией, социологией, политологией, философией, педагогикой и т.д. Процесс социализации охватывает все процессы вхождения в культуру, коммуникацию и обучение, с помощью которых человек приобретает социальный опыт и может выступать полноценным членом общества. Социализация делится на несколько типов: первичная, маргинальная, вторичная и ресоциализация. Кроме этого, с точки зрения специфики жизни человека как объекта социализации, она может быть следующих типов: гендерно-ролевая, семейная, профессионально-трудовая и субкультурная. Крайне важно, что социализация продолжается в течение всей жизни, а профессиональная социализация начинается именно в тот момент, когда абитуриент решает поступать в ВУЗ по определенной специальности. Профессиональная социализация рассматривается как процесс, в результате которого человек усваивает знания, навыки и паттерны поведения, которые позволяют ему быть компетентным профессионалом в определенной отрасли и полноправным членом той социальной группы, к которой принадлежит его профессия. Определено, что главными условиями процесса профессиональной социализации студента магистратуры являются адаптационные возможности, целеустремленность, жажда к саморазвитию и самосовершенствованию, независимость и умение самостоятельно принимать решения, социальная зрелость, самосознание и т.д. Одним из главных аспектов профессиональной социализации студентов магистратуры является понимание ими будущих профессиональных обязанностей и готовность к их выполнению. Очень важно, чтобы студенты магистратуры сознательно подходили к вопросу будущего трудоустройства, поскольку они должны осознавать все негативные и позитивные аспекты своей профессиональной деятельности, включая ответственность и возможные риски. Более того, студенты магистратуры рассматриваются как потенциальные ученые и преподаватели высших учебных заведений, именно поэтому на них лежит большая ответственность за выбранную социальную роль – интеллигенции – образца для представителей других профессий.

Ключевые слова: социализация, профессиональная социализация, студент магистратуры, развитие, самоидентичность.

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