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THE ROLE OF PROFESSIONAL SOCIALIZATION OF YOUTH IN FAMILY AND THE IMPACT OF PEDAGOGICAL CONDITIONS ON ITS OF ENSURING

Abstract: The following article is aimed at dealing with the questions of professional socialization of young people in a family, the role of pedagogical conditions in ensuring professional orientation, self-determination and self-development of the rising generation. Furthermore, there are studied and analysed the issues of pedagogical support and accompaniment which have a significant place in creating stable conditions for youth to socialize professionally and determine their professional orientation and adaptation within the framework of the notion of family.

Key words: professional socialization, professional orientation, pedagogical conditions, self-determination, self-development, adaptation.

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Introduction

The volatility and variability of society and the professional and labour sphere exacerbate the task of preparing a mobile subject that has the ability to freely choose activities, methods and forms of its implementation, and more broadly - the ability to self-determination in an open society. However, there is still an imbalance in the number of studies devoted to professional self-determination, vocational guidance of young people. Inadequate professional self-determination of a person is the reason for his dissatisfaction with the profession, and, often, with life in general, and consequently, this phenomenon may lead to negative consequences within a family, since a family is an integral part of a society. Bearing in mind that a person faces the problem of choosing a professional and life path at an age when he or she may not fully realize all the long-term consequences of decisions made in youth [1], the risk of inadequate professional self-determination can be very high.

The meaning of self-determination implies the ability of a person to build himself, his individual life strategy, the ability to constantly rethink his own essence [2]. The essence of self-determination is the search and finding of personal meaning in the chosen, mastered and already performed activity, as well as in the very process of self-determination [3]. The ability for self-determination is a fundamental part of the integral structure of the personality, which presupposes the readiness and ability of a person to independently develop guidelines and methods of their activities (intellectual, communicative, aesthetic and etc.). Self-determination principles include:

- recognition of the presence of certain inclinations and abilities that form the basis of a person's individuality;
- in the process of self-determination, the foundations are laid for understanding their individuality, for personal growth;
- the need to develop basic universal abilities in the process of self-determination;
- the process of self-determination is built on the basis of a person's vigorous activity, taking into account his individual abilities, experience and age characteristics [4].

Clarivate Analytics indexed

Self-determination is a process that begins with a person's awareness of himself as a person and passes through almost his entire conscious life, that is, it is continuous. That is why professional self-determination is only part of this process. For the successful implementation of the tasks of professional self-determination, students need certain knowledge about themselves, their intellectual capabilities, inclinations and abilities [5]. It is also necessary to be able to objectively assess personal requests and needs, to correlate one's personal qualities with the requirements of professional work and psychological characteristics of work.

Observing the notion of professional socialization of young people in family, we can understand that not every teenager or youngster is able to fully realize him or herself within the framework of professional socialization and orientation either in a society or in a family, no matter how many people are there in both of those groups of individuals, as in many cases they lack in psychologically mature readiness that is important to be an autonomously thinking individual. Creation a favourable atmosphere for children's independent development, it is when they can themselves study their surrounding world, when they can dive into what they are interested in, when they learn on their own what is beneficial, necessary and what is not, especially during the period of their making choice of future profession, since making such decision, a youngster does not make an ordinary choice, but he or she chooses him or herself. In the creation of such an atmosphere, and some other skills in the young the role of efficient pedagogical conditions, support and mentoring is rather crucial.

The transition to specialized training makes the problem of self-determination urgent for both the student and the teacher. First of all, this happens because it poses before each student the problem of choosing a training profile, and because it leads to the need to change the structure and content of the educational process. The essence of these changes lies in the implementation of a student-centered approach to learning, which considers knowledge as a means of contributing to the personal growth of students [6]. In knowledge there is a certain internal potential that gives acceleration to the self-development of the individual, the processes of independent generation of personal meanings of education. The main sense is produced by the subject of cognition when the necessary conditions are created for the inclusion of his personal structures that regulate, manage, develop a person's mental activity, defining his behaviour as a personal attitude to the values of culture, family, knowledge, experience, life and professional goals [7]. One of these necessary conditions are considered to be pedagogical conditions which can aid the young generation in ensuring their professional socialization, orientation and adaptation not only in a society, but also in a family that is an integral part of every society.

Indeed, pedagogical support, the accompaniment of a mentor are truly essential to students as to the rising generation so that they can develop in themselves independently the skills of self-determination, professional self-orientation and self-development.

Materials and methods

In the process of studying the issue of professional socialization of youth there were applied a range of different materials of different authors so as to allude to their works while research. In this part we discovered that socialization includes three interrelated processes: general socialization, professional-role socialization (a person's mastery of professional role functions, norms, relationships), professionalization (a certain degree of mastering a professional activity, specialty, professional skill). Some researchers attribute general socialization to the primary socialization, which an individual undergoes in childhood and as a result becomes a member of society. Secondary socialization implies that an already socialized individual is included in new sectors of the objective world, in this regard, secondary socialization acts as "the acquisition of specific role knowledge, when roles are directly or indirectly related to the division of labor" [8]. The essence of socialization A.V. Mudrik reveals as follows: "Socialization is the development of a person throughout his life in interaction with the environment in the process of assimilating social norms and cultural values, as well as self-development and self-realization in the society to which he belongs" [8]. In this regard, in solving the issue of a person's own place in society, the attitude of young people to the choice and acquisition of a profession is extremely important. Professionalism is a stage of socialization, which is a continuation of professional - role socialization. It is the result of mastering a certain skill and professionalism in practical activities. For a particular person, a profession is a socially fixed area of his possible labour actions, a source of existence and a means of personal self-realization.

Professional role socialization is a time-stretched process that consists of the following stages:

– professional guidance on a wide range of employment of people and their professions; – formation of professional intentions;

– choice of profession;

– consolidation of professional choice;

– active and conscious mastery of the profession;

– productive creative labor activity in the acquired profession;

– striving to expand their professional range through additional education;

– setting to achieve a high level of professional excellence;

– striving for promotion;

– readiness to master a related profession;

− active development of a new profession;

− adaptation to a new profession in the event of a forced change of the previous one; − transfer of professional experience to colleagues and youth.

Another no less complex factor standing in the way of developing a system of continuous professional socialization of the younger generation is that, for objective reasons, their implementation is called upon to implement not only representatives of various levels of education (preschool, primary, secondary and higher), but also various agents of socialization (parents, employees of various institutions, representatives of the media, etc.). Among the factors complicating the solution of the posed problem, it should also be noted that the development of the theoretical foundations for the design and implementation of the above stages of the system of professional socialization of young people is carried out by teachers of various levels of education, representatives of different sciences (philosophy, sociology, cultural studies, psychology, didactics, economics, etc.) without sufficient mutual coordination.

A way out of the indicated and other difficulties in solving the problem posed, obviously, should be sought in a number of directions. First of all, on the basis of the achievements of the above and other sciences, it is necessary to determine the polytheoretical prerequisites and conceptual provisions, to design on their basis a system of professional socialization of youth. To experimentally test the effectiveness of such a system, organize educational, scientific and production complexes, which include, on the basis of autonomy, coordination and observance of the principle of unity and continuity of pedagogical and organizational actions, educational, scientific and industrial institutions. To begin the coordination of pedagogical actions, we will give a brief description of the directions of pre-labour professional socialization of young people, including the period of a person's life before the start of independent labour activity in the profession received. We hope that this characteristic will become the basis for coordinated actions of the family, educators, enterprises and members of the public in the professional specialization of the younger generation.

Professional self-determination is a person's choice of the sphere of labour activity on the basis of free expression of will; finding personal meanings in the chosen, mastered or already performed work activity, as well as finding meanings in the very process of self-determination [5]. Among the pedagogical tasks aimed at optimizing the professional self-determination of students and called by various researchers, two stand out: the development of subjectivity (including the ability to set goals, self-confidence, the level of general internality, the value of one's own "I") and the development of the value sphere of the individual. At the same time, the reverse determination is also obvious: professional self-determination has, undoubtedly, a subject-developing essence and affects the state of the value sphere of the individual.

We understand the pedagogical support of the professional self-determination of the young as a system of coordinated pedagogical activity of the subjects of an integrated educational environment, aimed at creating conditions for the development of self-knowledge, self-acceptance and self-realization of students, as well as providing assistance in solving individual problems related to professional self-determination. At the same time, the student should be perceived by the "accompanying" teacher as a potentially successful subject of his own life, an active subject of self-development, which provides him with self-confidence as a subject of future professional activity.

Literature review

In the process of research there were analysed a number of questions referring to the works of the following authors who deeply studied the issues of the professional socialization of the rising generation indifferent circumstances including family and society as well. These issues were discussed by such scientists as Golovakha Y.I., Pryajnikova Y.u., Klimov Y.A., Chistyakova S.N., Dautova O.B., Mudrik A.V., Vershlovskiy S.G., Simanyuk E.E., Besedina I., Razuvayev S.G., Jukovskaya T.V., Vasilyuk F.Y., Ananyev B.G., Baldwin A.L., Dweck C.S., Florence M., Giddings F.H., Hurrelman K., Mead M., Meloni J., to works of whom we aluuded while our research.

Results

The main results of the research revealed that the most important category when discussing the mechanisms of personality self-determination is believed to be "choice". If, in the mainstream of a socio-psychological approach, professional self-determination is presented as a process of step-by-step decision-making, through which a combination is possible between a person's preferences and the needs of society as a result of the division of labor, it is clear that every time such a decision is made for an individual is nothing more than a choice.
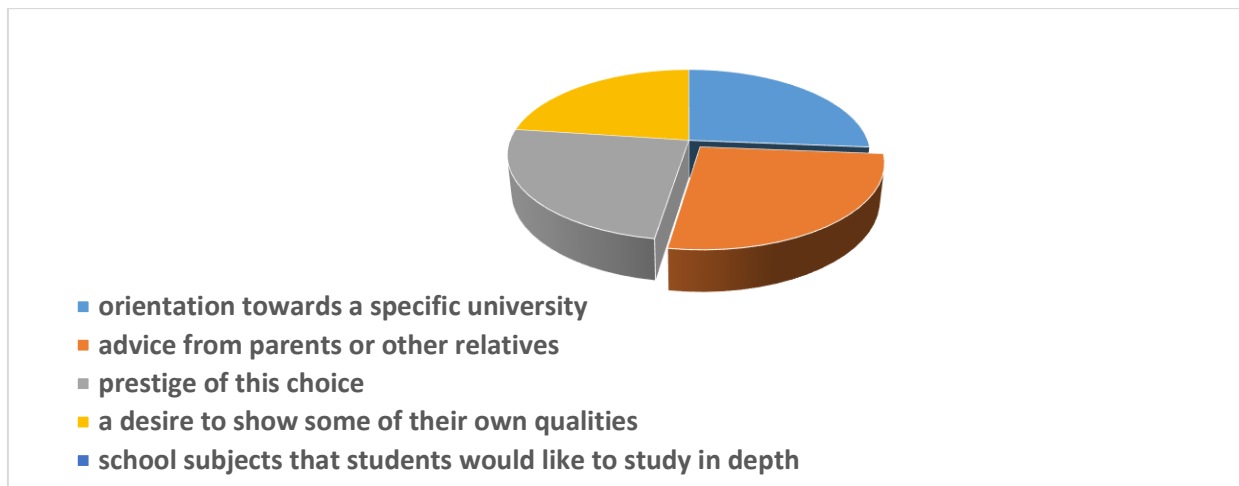
According to S.G. Vershlovsky, the continuity of education as a factor in personality development is not reduced to a mechanical combination of stages (school, university, postgraduate, etc.), does not regulate its activity from the outside, but is formed by a problem situation. It is based on the "collision" of the possibilities of choice expanding under the influence of education with the non-standard living conditions of people at different stages of their activity, in different social and professional groups [9]. S.N. Chistyakova considers choice to be the central link in the process of self-determination, while

the choice is made on the basis of the value orientations of the individual, mastered and consolidated in situations of choice [10]. This definition can be supplemented with other data regarding university students: professional self-determination is a synthesis of personal, professional and social meaning in a student's specific choice of his place and role in the life of society, as an act of manifestation of free will - internal freedom [11]. Other authors also point out that the ability to make decisions, the willingness to take responsibility for one's own choice and reflect on the results obtained characterize a person as a subject of professional self-determination.

- orientation towards a specific university
- advice from parents or other relatives
- prestige of this choice
- a desire to show some of their own qualities
- school subjects that students would like to study in depth

Pic.1.

According to the results of our research, the priority in choosing the field of future professional activity are:

- orientation towards a specific university (or its faculty), technical school, college, a conscious desire to continue education exclusively in this educational institution (31%);

- advice from parents or other relatives (31%);

- the obvious promise or prestige of this choice (29%);

- a desire to show some of their own qualities and abilities (27%);

- school subjects that students would like to study in depth in the process of continuing their education (21%).

In the works of A.G. Asmolov, F.E. Vasilyuk et al., The choice is interpreted as an individual strategy of the subject, aimed at transforming an uncertain significant situation and consisting in "designing" or identifying alternatives, criteria for their assessment and preference for one of them and its concretization as a future goal of life. F.E. Vasilyuk writes: "A person chooses not one of two objects or even motives. He chooses himself. The choice is made by the personality, forms it" [12]. It is generally recognized that the ability to make choices and be responsible for them is inherent in the psychologically mature, autonomous personality.

One cannot but mention the phenomenon of youth infantilism, which is recorded by modern research, which consists in flight from choice and decision-making in general. Commentators of this phenomenon are inclined to explain it by the unwillingness of young people to bear the burden of responsibility for their actions and life in general. It is obvious that teaching students to make a choice, to be responsible for it, literally organizing the training of the ability to consciously choose, while providing everyone with the conditions for exercising the right to choose, expanding the range of objects of choice - a separate task in the pedagogical support of students' professional self-determination. It is also apparent that the choice should not be imposed, it can only be based on a person's voluntary decision. Correct help of the teacher to students is needed in acquiring the experience of choice - their own or on the basis of observation, gaining knowledge about making a choice by others, in the choice of cultural meanings, types of activities, leisure content, etc. Such assistance may be the best precisely in the conditions of a multi-level educational complex in view of its multifunctionality and multi-subject nature, significantly expanding the professional and cultural context of professional socialization and self-determination of students.

Discussions

One of the most important components of the process of implementing profile education is psychological and pedagogical support for the process of self-determination of students [13]. Psychological and pedagogical support is understood by us as assistance to the formation of a personality capable of making an independent and conscious decision about

choosing a life and professional strategy through the implementation of a personality-oriented approach to learning. The system of psychological and pedagogical support includes the interaction of teachers and psychologists at the pedagogical councils of the school, the organization and conduct of psychological and pedagogical consultations, psychological classroom hours with students, a psychological lecture hall for parents of students, etc. Psychological and pedagogical support is provided to students at all levels of education and consists in a consistent joint solution of problems that arise in students at a given age stage of their development in relation to the process of self-determination.

Achievement of the goal is closely related to the creation of conditions for socialization and professional and personal formation of student youth, consisting in the development of personality in the process of receiving general education and ensuring its readiness for competent performance of professional activity. At the same time, a very important psychological and pedagogical aspect is the optimal ratio of the personal, social and professional development of future specialists. In this regard, in solving the issue of a person's own place in society, the value attitude of young people to the choice and acquisition of a profession is extremely important. For a person can determine and assert his place and role in the transformation of society only through his work associated with a particular specialty. Professionalism is a stage of socialization, which is a continuation of professional - role socialization. It is the result of mastering a certain skill and professionalism in practical activities. For a particular person, a profession is a socially fixed area of his possible labor actions, a source of existence and a means of personal self-realization.

Conclusion
Providing the individual with the freedom to choose the content and level of education, ensuring the variability and flexibility of educational programs, the multi-level educational system enables a person to find the most acceptable way in terms of duration and end result to obtain a particular profession and qualification. Such a system presupposes preferential conditions for graduates upon admission to a university, allows a student to interrupt their studies at any stage, having received completed education in 1-2 profiles. At the same time, a situation of choice that constantly confronts a student when moving from one level to another, competitive selection when entering a higher level stimulates the development of motivation, creativity and professional self-awareness of students.

The possibility of choosing the level of professional education and its trajectory, methods of educational activity, forms of control of educational results, forms of independent work also contribute to the development of these personal properties, but most importantly, the opportunity and the need for choice intensify the development of students' self-awareness. Professional self-awareness is considered a system-forming psychological substructure of a specialist's personality and a leading one. a condition for professional development, and the development of a person's professional self-awareness is the central determinant of her professional self-determination.

The efforts of the teaching staff of vocational educational institutions should be aimed at ensuring the professional stability of students, at actively mastering the profession they receive, at ensuring the creative return of young specialists from the first days of their independent production activity. For further professional socialization, the collectives of production institutions are called upon to create conditions for the creative self-development of young specialists, to support them in achieving professional excellence and subsequent professionalization.

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