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IMPROVING THE PEDAGOGICAL CONTENT OF PROFESSIONAL SOCIALIZATION OF YOUTH AND STUDENTS IN THE CONTEXT OF GLOBALIZATION

Abstract: The article examines the current approaches to the professional socialization of youth and students in the context of the globalization process. A number of models are analyzed, and a conclusion is made about the prospects for the evolution of this process. The article identifies the conditions that inhibit the process of socialization: the weak development of the innovation system and the connection between university science and professional practice. The authors highlight the conditions that contribute to successful socialization at the university - this is the active position of students in learning, readiness for professional activity, qualified teaching staff of the university, the integration of science and practice, an increase in the share of controlled independent work in the educational process.

Key words: socialization, professionalism, professional socialization, model, model of professional socialization.

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Introduction

At the present stage of development of society in a market economy, the problems of professional training of specialists, professional development of the individual acquire special relevance due to the fact that not only the need for highly professional specialists has increased, but also interest in the personality of a specialist and his qualitative characteristics that affect the successful inclusion in labor relations and positive social mobility. For the

first time, the problem of professional socialization was identified in the late 19th - early 20th centuries. Later, the theory of professional socialization was developed.

Professional socialization is a complex, multi-level and multi-structured process, conditioned by the influence of external and internal factors, involving various mechanisms of socialization. In a rapidly changing socio-economic situation, when society's needs for highly professional specialists are steadily

growing, the process of professional socialization cannot be considered final and it is difficult to give a final assessment of the level of professional socialization of an individual.

The formation and development of the professional component of the human personality occurs as a process of its inclusion in the professional social environment, the value-semantic sphere of the social system, where the implementation of its professionalism takes place.

At the present stage, the traditional approach to modeling and organizing the process of professional socialization of students is the humanistic approach. According to the author, this approach is characterized by an identically named model, i.e. humanistic. The most prominent representatives of the humanistic approach are K. Rogers, A. Maslow and E. Fromm. This approach is based on the idea of the object of the socialization process, as well as of any other social process, as a self-directed and independent personality.

Based on the foregoing, the fundamental component of the process of professional socialization is self-actualization as the full realization of the initial potential of the individual in the professional sphere. Revealing its content, K. Rogers, in particular, wrote: "To become and be yourself ... Such well-being means to be fully born, that is, to become what a person is potentially".

Developing and deepening these provisions, A. Maslow directly linked the process of socialization in general and professional socialization as a part of it with the process of "human self-evolution". Its practical implementation is carried out through responsibility for oneself and one's development, thorough knowledge of oneself, the ability to be aware of oneself and one's actions, the desire to fully actualize one's potential.

Analyzing the process of professional socialization from the point of view of this approach, D. and N. Zitser concluded that it is characterized by an object-subject model.

Attempts to implement the humanistic approach in practice in order to eliminate its possible distortions were carried out by domestic teachers. They developed and implemented an integrative subject-subject model of the humanistic approach. Its main idea is as follows: the substance of the "subject-subject" is, according to the author, in denying the passive role of the party receiving the professional socializing influence: the student is understood not as an object, but as a person, whose subjectivity is manifested in participation in the broadcast of professional culture.

Another major approach to modeling the process of socialization today is social constructivism, proposed by P.D. Berger and T. Luckman.

Within the framework of this model, the process of socialization of the individual is "decomposed" into two stages of the process of socialization itself: in the course of primary socialization, the individual assimilates the obligatory societal minimum, i.e. the volume of social knowledge that defines him as a member of a specific society, and secondary socialization is associated with the entry of a person into a specific professional environment, for the activity in which he will receive his share of "wealth, power, prestige", i.e. a certain status with its rights and responsibilities.

Here an arbitrary choice of personality takes place, and social identification of the "second order" refers not to the status of a member of society in general, but to the status of the bearer of specific professional functions that have arisen in a given society as a result of the process of division of labor. In the course of secondary socialization, the individual encounters a rich choice of alternative areas of activity, the introduction to which occurs through the process of assimilation and acceptance of "partial" social knowledge.

Another model of professional socialization that is relevant today was proposed by M. Mid. At the basis of its formation, she placed the issue of youth entering social life, finding by its representatives their position in the system of social coordinates. In her opinion, this process has concretely historical variants of ontological manifestation, which is associated with the transformation of the socializing reality itself. In her opinion, the development of society leads to the formation of a specific type of culture, which predetermines a special influence on the social and professional development of new generations.

So, analyzing the nature of intergenerational transmission of experience, she identifies three types of cultures: post-figurative, configurative and prefigurative cultures.

The former is focused on the preservation of norms and customs, therefore the educational system and the system of professional socialization included in it are subordinated to the task of uncritically reproducing the experience of previous generations. It is characterized by one direction of the process of transferring professional traditions, which determines the paternalistic nature of professional socialization. Due to the weak dynamics of the development of society, the acquired knowledge, skills and abilities are enough to solve the arising professional problems.

In turn, configurative cultures are characterized by intensive social development, in connection with which each young generation is looking for the most adequate, effective models of social and professional behavior not so much among the older generation as among their peers. Within its framework, the older generation continues to play a decisive role in education and socialization, but it is not perceived as an absolute standard.

The culture of the future is seen in the assertion of a prefigurative type of culture, the central point of

which is the creativity of the younger generation. The older generation is no longer able to have a qualitative impact on the growing up of the young, on their acquisition of significant social knowledge, because the conditions of professional socialization of each generation are so specific that the socio-professional experience arising as a result of this process has a limited scope of applicability. At the same time, the development of information technologies noticeably facilitates intragenerational communications, enriching the experience of the actors included in them. The direction of broadcasting cultural patterns and models is changing in the sense that now adults can learn from their children.

The characteristics of the latter type of society and culture are increasingly, according to the conviction of the authors of this article, coincides with modern reality. Professional socialization of students takes place in the context of the weakening of the values of premodernity, manifested in the religious worldview, and modernity, focused on the recognition of scientific achievements. The postmodern character of modernity puts personal opinion and consumer interest at the head, which determine the system of values and everyday practices of the younger generation.

Transitioning to today's Uzbek society, these major social transformations are superimposed on their own socio-cultural specifics, which directly affects the process of professional socialization of students. In societies of social transit, there is an increase in spontaneous, unregulated factors of influence on the consciousness of an individual due to a decrease in the impact of planned and regulated factors.

Here the author finds it necessary and appropriate to note that, in addition to this, the semantic transformation of the basic social values in transitional societies, to which modern Uzbekistan belongs, raises the issue of professional resocialization of its representatives before the older generation.

The normative model of professional socialization still inherent in our society is today under the influence of a new social reality, when in the educational process, teachers and students collide and interact as carriers of two different models of socialization. The value conflict inherent in this, despite its latent nature, nevertheless leads to dysfunctions of the system of professional socialization of the university, where, according to T. Parsons' concept, the reproduction of a normative model occurs, meaningfully defining specialized, primarily professional, and activity.

The manifestations of this situation are the reluctance of the younger generation to follow the knowledge and experience of the previous generation,

as well as the increasing subjectivity of students, which to a certain extent changes the institution of vocational education as a whole.

Optimization of the process of professional socialization of students in these conditions will require more attention to modern student youth as an equal actor of socialization. Solving this issue and relying on the concept of a modal personality, the American specialist in the field of higher professional education M. Taylor offers a generalized image of a modern student - a representative of the Next generation.

Young people of this generation are united by specific conditions of socialization, based on the fact that family education in the late 1990s. was replaced by a social one, which led to the transformation of the child into an object of multidirectional socializing influences, moreover, not always of high quality.

Generation Next, according to M. Taylor, is characterized by the following features: consumer attitude to life; entertainment orientation; defending consumer rights in the educational process and, as a consequence, bargaining; disbelief in traditional values; intemperance of desires, striving to satisfy personal needs; vital myopia; adaptability and pragmatism; high self-esteem and confidence in their own uniqueness; skepticism, falling confidence in authorities and cynicism; the need for security; stress; lack of good manners and responsiveness; intellectual indifference; selective risk appetite; infantilism; obedience to fate and rejection of one's own activity; the inability to establish strong and close relationships with each other; acceptance of ethno-cultural diversity; sophistication in technology.

In this list, it is quite easy to recognize the qualities inherent in the modern Uzbek students, and many of these properties do not contribute to the successful mastering of the future profession. The question of the need to create a special predictive postmodern model of professional socialization within the framework of education, considering the characteristics of students, as it is assumed by the prefigurative type of culture, is relevant here. Or maybe the direction of professional socialization should be regulated by introducing it into the mainstream of the planned process with a given result?

Thus, the author believes that the conscious regulation of the process of professional socialization is included in the broader task of preserving the viability of the main social institutions. Technologically, it is partly solved by the creation of deeply thought-out, systemically meaningful educational standards. However, along with this, it is necessary to consider objective social factors to form the elements of all models and, above all, prognostic ones.

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