The Main Factors Influencing the Socialization of Students in PostPandemic Period

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Abstract: Successful reform of the higher education system in the context of COVID-19, both in a single country and in the world in the context of its development toward democratization, requires updated approaches to assessing the results of socialization of various categories of young people, and especially students. Since student age is a period of active formation of the inner need of a person to correlate his own aspirations with the interests of society, it is sensitive for the assimilation of social experience, socially significant activities, and the formation of an active creative personality.

Higher education in the context of COVID-19 faces an important task - to ensure the education of "vital and socially competent person who can make independent choices and make responsible decisions in various life situations" the formation of their own motives and interests. It is important how much the student as a subject of socialization, independent in the information space, what is the level of his social competence, how quickly he chooses the field of activity in which he can achieve high professionalism.

The article deals with the problem of socialization of student youth in modern conditions of a higher educational institution, associated with the processes of development and education of the individual. The features, stages and socio-pedagogical conditions of successful socialization of students in the context of COVID-19 are revealed.

Keywords: *the process of socialization, higher education, socio-pedagogical conditions, stages of socialization, students.*

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1. Introduction

The postmodern turn is vividly reflected in social and cultural theories. To a large extent, it can be seen in political philosophy, in the analysis of transformations of the modern world, the birth of forms of post-industrial politics, the disclosure of new forms of political conflict and struggle.

The rapid transformation of the world in the postmodern era, the development of new socio-cultural forms undermine the established traditions of humanism. The transformation process is proceeding chaotically and we observe the emergence of a fragmented political culture, the development of political conflicts in state, ethnic, national, group levels, internal split and stratification of the political space. Global political transformations encompass not only political institutions, their influence extends to social groups, families, individuals.

In the modern world there is an orientation towards freedom of choice, but the moment is missed that this freedom can have a negative connotation. The consequences of dehumanization lead to the degradation of society, its self-destruction occurs, and hence the self-destruction of the individual.

In this context, the individual, the personality becomes a self-sufficient unit of social space, but at the same time is exposed to numerous influences of manipulation of ideological, social, informational and economic factors of the rapidly changing postmodern political world under the influence of the scientific and technological revolution.

Students are a kind of a social category of youth, organisationally united by the institution of higher education.

Researches on this age period view the student body as a specific social and professional group, taking into account its own place in the state's structure, social knowledge, socio-psychological and political figures. It is necessary to distinguish between the concepts of "students", which is broader in content, and "student youth". The student body may include people who study in higher educational institutions, but by their age no longer belong to youth as a socio-demographic group. The concept of "student youth" considers both social and age parameters. Belonging to student youth by age is determined by a framework, the lower boundary of which is blurred in practice and is determined by a secondary education

certificate, and the upper one traditionally does not go beyond the 30-year boundary (Weidman, 2006).

The social function of student youth is to prepare themselves for performing special professional and cultural tasks, mainly of an intellectual and managerial nature. This function is determined by the need to reproduce the social structure of society and differentiated training of specialists under social needs. However, this does not exhaust the social function of the student body. No less important is the process of socialization of the student's personality in the learning process and in extracurricular activities, which not only affects the higher education system but also indirectly the development of the entire postmodern society (Sobkova & Sobkov, 2020).

The student period is an important stage of socialization and has certain characteristics, in particular: a) there is an active inclusion of young people in an unfamiliar environment; b) independence in the choice of values, ideals, communication environment, types of activity, increases the need for equal democratic partnership; c) the mechanisms of self-regulation and self-correction are being improved; d) the new social environment (academic group, interest groups) becomes the dominant factor of influence.

The goal of socialization in a university is the formation of a socialized personality, has mastered the necessary social norms and values, professional and interpersonal roles necessary for the successful functioning and creative self-realization of a student in the socio-cultural environment of a higher educational institution. Unfortunately, now the process of socialization of students cannot be considered as complete. During the years of study, students gain a certain experience of practical activity, but they are not always ready to perform various functions in society, they often acquire the necessary social experience due to the fact that the process of social development is considered in universities only as a superstructure over the objective process of becoming a specialist, and therefore the problem of socialization takes on special significance (Kaufman & Feldman, 2004).

Before the pandemic, such a process as the socialization of students was many times easier than during the times of pandemic restrictions and quarantine measures. At first glance, such simple things as personal meetings, mass meetings, as well as live communication were a common and everyday thing in the life of every student.

With the imposition of quarantine, each person, including students, was cut off from society, communicating and learning only through remote communication.

Taking this into account, it becomes especially important to study the current conditions and features of the process of socialization of students.

2. Theoretical Framework

2.1. Basic elements of socialization of students of higher educational institutions

The postmodern socio-cultural situation actualizes aspects of the unity of socialization and upbringing, since the independence of each of the processes under consideration can be characterized only in a specific manifestation of the interdependence of the impact on the personality. The pedagogical conditions of socialization include the search of ways to integrate the educational efforts of the environment, activating the subjective position of the participants in the upbringing process, identifying the age-specific characteristics of the phenomenon of socialization, simply considering the characteristics of upbringing as purposeful socialization (Hoy & Hoy, 1990).

The concept of "socialization" means both the educational potential of society and its impact on the younger generation, realized by including the individual in the system of social roles determined by the socio-economic structure of a society, and also carried out in the course of active assimilation and development of the existing system of values and norms of behavior. Socialization is a broader concept than education and at the same time makes up its basis (Weng, 2020).

Socialization is associated with the multifaceted development of the individual under the influence of various social factors and is predominantly spontaneous. Education as an integral part of socialization streamlines these influences. One of the main results of socialization is considered to be socialization, which is understood as the formation of personality traits necessary for society, and the result of the assimilation by a young person of the corresponding social attitudes, values, ways of thinking and other social qualities that will characterize person at subsequent stages of development. A significant result of the socialization of a person is the development of a certain system of individual qualities, fixed by the concept of "social maturity" and includes intellectual, labor, professional, ideological, political, moral and other aspects of personal maturity. The phenomenon of maturity is a certain stage in the development of any process or phenomenon, characterized by higher achievements of quality parameters.

Successful socialization presupposes effective adaptation in society, as well as the ability of the individual to to a certain extent resist those social

collisions that hinder his self-development, self-realization and self-affirmation (Padgett et al., 2010).

The following personal manifestations are considered the criteria for successful socialization: health preservation, success in learning, stability of various positive individual interests, optimistic self-esteem, practical readiness for work, social activity, high level of moral qualities, culture of behavior, humane attitude towards people, absence of bad habits, etc.

2.2. Social innovations in the formation of professional competence of a specialist choreographer in a post-pandemic space

The socialization of student youth should be regulated through purposeful social development - social education - of the personality both in educational and extracurricular processes, at leisure. It is necessary to create optimal conditions for the development of the student's personality, to provide him with help and support in self-education, self-determination, moral self-improvement, assimilation of social experience.

The most important factor influencing the process of socialization at this age is educational activity. The learning process encompasses not only the didactic component associated with the assimilation of knowledge, but also the socio-psychological component that reproduces the nature of relationships in the student group, the socio-psychological group atmosphere, the level of understanding in the "teacher - student" system, etc (Aktar, 2020).

The socio-psychological component of the educational activity of students is formed by the following components: problems of adaptation of students to the conditions of study at a university; features of creating a positive socio-psychological climate in the student group; features of building relationships between students and teachers; socio-psychological barriers of students due to learning; types of communication and activities at the level of "teacher - student", "teacher - student audience"; problems of understanding between teacher and students; ethnopsychological features of communication in the process of learning and interaction; problems of interpersonal conflicts; features of the manifestation of desocializing influences on a young person (Antonio, (2004).

The action of these factors leads to specific features of student socialization. In this context, the problem of social adaptation of first-year students to the conditions of education at a university is especially significant, due to the insufficient orientation of yesterday's schoolchild in the socio-psychological space of a new social institution for him.

The problem for freshmen is not only to perceive and understand a new system for them, but also to accept it on an emotional-personal level, to find personal meanings in it. The actualization of the potential threat that is generated by inadaptiveness to new conditions of life may be in the absence of orientation in the space of the educational institution, which leads to a certain isolation, negatively affects the self-esteem of the individual, the process of interpersonal communication in the group, and the like. All this often provokes a loss of interest in studies and higher education (Harris, 2020).

Difficulties in adaptation are generated mainly by motivational, rational problems with behavioral manifestations, in particular, with the emotional dependence of the student on the teacher's assessment. One of the reasons for such problems is infantilism as a personality trait that causes a specific motivation for learning. Such students have an inherent desire to conform to external standards learned in childhood. In the student environment, their personal status in groups, as a rule, is significantly lower than that of students; they spend less time on learning, but they have well-developed communication skills. Equally tangible is the fact that the freshman focuses on the experience of communication at school, where the relationship is quite close and emotionally significant. And once in a new system of socialization, he continues to reproduce the usual stereotype of behavior, overly oriented towards the group, guided by its opinion in actions (Berger, 2000).

Indicators of unsuccessful adaptation are the person's dissatisfaction with the social environment to which it integrates, the desire to go beyond it, as well as his behavior deviating from the norms and requirements of the given environment. The main problems of the adaptation process of undergraduate students can be: adaptation to a socially heterogeneous group; inability to carry out self-regulation of activity, to optimize the mode of work and rest in new conditions; problems of establishing everyday life and self-service in a hostel; inability to meaningfully organize their leisure time, establish friendly relations with persons of the opposite sex, etc.

Successful adaptation is facilitated by the presence of a positive socio-psychological climate in the academic group. Positive signs of the socio-psychological climate in the group are: the presence of a positive perspective for the group and for each of its individuals; business criticism and trust and high exactingness to each other; free expression of one's own opinion; lack of pressure both in the group and outside; sufficient awareness of the goals and objectives of the group; satisfaction from belonging to a group and from the communication process; taking responsibility for the

affairs of the community and the like. A positive socio-psychological climate in the student group contributes to the satisfaction of students' needs for communication, the disclosure of their individual traits, a positive attitude towards learning (Bulaev et al., 2016).

The study of the socio-pedagogical features of the socialization of student youth provides for the analysis of pedagogical communication itself, within the framework of which educational activities take place. We are talking about the joint solution of learning problems using the means of communication, about a clear system of actions of the participants in pedagogical communication and their coordinated communication activities, that is, about cooperation.

A necessary condition for effective socialization in learning is the presence of feedback. We are talking about mutual understanding, that is, understanding another person, relationships at various levels of interaction: "teacher - student", "student - student" and others. Mutual understanding between a teacher and a student is considered as a state of internal agreement, which has certain characteristics due to the nature and conditions of educational activity.

The process of socialization in a student group can be accompanied by conflicts, which often provoke negative emotions and are reflected in the student's educational activities. Conflicts arise both among students and between students and teachers. All these conflict options create an unfavorable moral and psychological climate for the student, reduce interest in learning and communication in a group, and negatively affect the process of socialization (Shitova & Maslakov, 2020).

Studies of socialization mechanisms that function in extracurricular activities, which ensure the formation of the moral, ethical, socio-cultural foundations of the personality of a future specialist, are becoming increasingly important.

In universities, such activities are presented within the educational process, while it is important that the student is an active subject of his planning, organization, participation and assessment.

Today there is every reason to assert that a serious contradiction has formed in the system of higher education between the need of society for specialists who combine professional qualities with an active life position, and the insufficient theoretical and technological development of this problem in pedagogical science. The way out of the situation is to organize the educational process as close as possible to reality, when a student, in the process of active participation in various forms of educational work, acquires personal (subjective) experience of socially useful activity. Thus, the

educational process gains a new status, rising to the meaning-forming level of personality formation in the higher education system (Haski-Leventhal et al., 2020).

It has been established that the socialization of student youth occurs in the educational process of the university, which is a specially organized pedagogical environment enriched with social reality. We consider the educational process as an integral system containing the unity of goals, technologies and results of the student's personality formation, as a socio-cultural pedagogical phenomenon in which there is no single movement towards the set goal, but there is a complex set of various movements that unfold not only within the process but also outside him in a wider social context. This makes it possible to use social and pedagogical imitation in the educational process as an analogue of a real society. Imitation in the educational process of actual life with all its complexities and contradictions allows students to gain not surrogate knowledge, but to receive their personal subjective experience, which contributes to the development of subjective personality traits (Hadizadeh & Vefali, 2020).

The subjectivity of a student is characterized by his ability to be a strategist of his own activity, to set and correct goals, to be aware of motives, to independently make plans in learning and life; b) you cannot become a subject, you can only become one, since subjectivity consists in self-development, self-affirmation, self-esteem; c) the development of the subjective qualities of students provides for the accumulation of subjective experience, which is understood as the experience of being a person, the ability to perform personal functions. The educational environment can be recognized as quality if it can adapt to the needs, inclinations, interests of each student.

2.3. The main factors of influence and stages of the process of socialization of students of higher educational institutions

From a set of socio-pedagogical conditions affecting the socialization of students, we have identified the leading ones: the development of social activity of students (work in student self-government bodies, volunteer activities, etc.), organization of the self-education process) pedagogical support of the socialization process (improving the work of curators, interaction of students with student social service of universities, etc.) creating a favorable social pedagogical environment; implementation of various areas of social and cultural work; reorientation to the qualitative characteristics of the organization and assessment of educational activities in universities.

The process of socialization and student youth in particular goes through several stages. So, Tsang (2020), in his research, sees the peculiarities of the process of socialization of student youth in the presence of its three stages, which he identifies based on the humanistic and activity-based concept of personality development (a sign of determining the stages is the goal, content and result of this process).

The adaptation stage (covers the first and partially the second courses) is aimed at mastering the methods of educational and professional activities, its main content is the adaptation of the individual to new conditions. It is also due to the psychological characteristics of junior students, the most important of which are: the formation of a sense of maturity and their own views, the desire for self-affirmation of the individual, the desire to learn about the world around him, heightened sense of justice, etc.

Students come to the university at an age when the process of personal value self-determination has not yet been completed. They take part in social relations not as representatives of social groups to which their parents belong, but as members of a group; they have a pronounced subculture, special moral, ethical, political, and economic interests. Mastering this student subculture is the main content of socialization processes, especially in the first years. Therefore, the main content of the socialization process at this stage is adaptation - the adaptation of an individual to new conditions. This behavior can be reactive (reaction to changes in the external environment) and purposeful (as activity). Person's transformative actions lead to a change in the world around him.

They can acquire constructive (creativity) and non-constructive (destruction) forms.

The second stage is value-based, (covers partially the second, third and fourth years) - or dispositional, the social meaning of professional activity is assimilated. The main efforts at this stage of socialization are concentrated on the further development of the student's personality, and, if necessary, on the correction of its individual qualities. This stage provides a solution to the contradiction between value orientations on the goals of life and the means of achieving them, determined by the social conditions of the individual's life. The third stage - professional (covers the graduation course) - contributes to the completion of the professional and personal development of students, their transformation into active subjects of the socialization process.

The third stage coincides with the formation of the student's ability to perform specific role functions in the system of social production. This

ability is adjusted and developed in the system of various production practices, which maximally approximate the ideas about the chosen profession with its actual content.

Thus, at the third stage of socialization of student youth, professional training is completed, attention is paid to the improvement of professional technology and the development of creative abilities. At this stage, it is possible to develop a mental model-diagram of a future specialist, which includes: 1) labor traits; 2) intellectual traits; 3) professional skill; 4) moral and ethical qualities; 5) ideological qualities; 6) aesthetic qualities.

At each stage, not only specific tasks of personality development are solved, but conditions are also created for the transition to the next. Thus, the process of socialization of students contains practical, psychological and moral preparation for professional life.

3. Conclusions

One stage of socialization, scientists consider the student years. Students are not only a passive object of socialization by public institutions but also an active subject, which is characterized by the desire for self-development, professional self-affirmation. Higher educational institutions have to update not only the learning process but also to improve extracurricular activities, which are aimed at developing spirituality, value orientations of each students, and their behavior. Extracurricular activities of students through self-government, physical culture and recreation activities, amateur creativity, artistic and visual measures, volunteer, public help and other activities based on their free choice both at the internal level of the educational institution, and at the external level - in the micro-society, should be directed to the development of a positive attitude of the student towards himself as an active and responsible social subject and other people. The result of the socialization of student youth is: the development and transformation of their own system of views on life and value orientations, the formation of a life ideal; assimilation of the culture of human relationships and social and professional functions; the formation of an individual style of educational and professional activities and their own model of moral behavior; mastering professional activities and forms of business communication.

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