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INFORMATION TECHNOLOGIE AND THEIR IMPACT ON PROFESSIONALLY-ORIENTED SOCIALIZATION STUDENTS OF THE HIGHER EDUCATION INSTITUTION

Abstract

The article reveals the essence of professionally-oriented socialization of a student at the higher education institution, which determines the formation of his/her identity as a specialist for professional purposes. The result of socialization is characterized – is to be socialized. Internal and external factors that significantly affect the process of socialization are identified and characterized. The analysis of the influence of distance-learning technologies on professionally-oriented socialization of students, including such factors as sociocultural environment of a higher educational institution, teaching and extracurricular work with students, as well as teaching staff, is presented. As a result of the study, logical conclusions are made that, in the process of professional formation of the student, complex identification changes occur in it, due to professional and personal socialization.

Keywords: socialization, professionally-oriented co-socialization, identification, professional identification.

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АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАР ЖӘНЕ ОЛАРДЫҢ ЖОҒАРЫ ОҚУ ОРНЫ СТУДЕНТТЕРІНІҢ КӘСІБИ-БАҒЫТТАЛҒАН ӘЛЕУМЕТТЕНУІНЕ ӘСЕРІ

Аңдатпа

Мақалада жоғары оқу орнында студенттің кәсіби бағдарланған әлеуметтенуінің мәні ашылады, ол кәсіби мақсаттар үшін маман ретінде оның жеке басының қалыптасуын анықтайды. Әлеуметтенудің нәтижесі сипатталады-әлеуметтену. Әлеуметтену процесіне айтарлықтай әсер ететін ішкі және сыртқы факторлар анықталды және сипатталды. Жоғары оқу орнының әлеуметтік-мәдени ортасы, студенттермен, сондай-ақ оқытушылар құрамымен оқытушылық және аудиториядан тыс жұмыс сияқты факторларды қоса алғанда, қашықтықтан білім беру технологияларының студенттердің кәсіби-бағдарланған әлеуметтенуіне әсерін талдау ұсынылды. Зерттеу нәтижесінде студенттің кәсіби қалыптасу процесінде кәсіби және жеке әлеуметтенуіне байланысты күрделі сәйкестендіру өзгерістері болатындығы туралы логикалық тұжырымдар жасалды.

Түйін сөздер: әлеуметтену, кәсіби бағдарланған әлеуметтену, сәйкестендіру, кәсіби сәйкестендіру.

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ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ И ИХ ВЛИЯНИЕ НА ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННУЮ СОЦИАЛИЗАЦИЮ СТУДЕНТОВ ВЫСШЕГО УЧЕБНОГО ЗАВЕДЕНИЯ

Аннотация

В статье раскрывается сущность профессионально-ориентированной социализации студента в высшем учебном заведении, которая определяет формирование его личности как специалиста для профессиональных целей. Результат социализации характеризуется – это быть социализированным. Выявлены и охарактеризованы внутренние и внешние факторы, существенно влияющие на процесс социализации. Представлен анализ влияния дистанционных образовательных технологий на профессионально-ориентированную социализацию студентов, включая такие факторы, как социокультурная среда высшего учебного заведения, преподавательская и внеаудиторная работа со студентами, а также преподавательским составом. В результате проведенного исследования сделаны логические выводы о том, что в процессе профессионального становления студента в нем происходят сложные идентификационные изменения, обусловленные профессиональной и личностной социализацией.

Ключевые слова: социализация, профессионально-ориентированная социализация, идентификация, профессиональная идентификация.

Introduction. Deep immersion in the subject of our research actualizes the problem of understanding the essence of a number of concepts. Among them: "socialization of a person", "identification", "socialization", "profession-oriented socialization".

A person's socialization defines a natural, logical process of formation of his/her personality, taking into account his socio-role position, including his/her professional one. This fact allows us to distinguish the professionally-oriented socialization of a person. It is a natural and logical process of social formation (identification) of a specialist in the process of his/her professional training [2].

Identification (from Latin *identifico* - to identify) – is process and result of identity formation (generality) of unknown object to known, conditioned by coincidence of certain set of basic signs. Professionally-oriented identification is the formation of the student's personal identity in

accordance with his/her professional purpose (soldier, doctor, teacher, etc.) [5]. The result of this formation of a student is reflected in his/her professionally-oriented socialization (identification and self-identification) of the graduate.

Socialization is a result of socialization at the moment of its assessment. Professionally-oriented socialization allows to track the dynamics of formation (identification and self-identification) of the student, his/her professionally-oriented socialization as a future specialist and to determine the qualitative result of graduation - how a particular graduate was formed. It allows to draw a conclusion about the qualitative compliance of the graduate with the needs of his/her professional purpose.

Professionally-oriented socialization (identification and self-identification) of a student takes place in the process of professional training and professional education (pedagogical process) in the sociocultural environment of a higher educational institution as well as professional activity of the teacher during the practice period. As P.F. Kapterev emphasized [1], the pedagogical process is a unity of internal (natural change of a trainee – his/her professionally-oriented socialization) and external (provision of the most expedient change of a teacher – his/her professional training of students in the sociocultural environment of a higher educational institution) processes. In the process of professionally-oriented socialization (identification and self-identification) of each student, the following qualitative changes take place:

- the professional sphere of consciousness (world-view) is formed: professional language is mastered, professional interests, goals, ideals, moral norms and principles on professional purpose are formed and developed;
- the culture of professional behavior, established and accepted in the corresponding community (pedagogical, psychological, engineering, military, etc.) is formed, such culture is sometimes called the "organizational culture";
- a socio-role position is acquired, an image determined by the professional appointment of the corresponding specialist;
- a deontological basis is formed – a sense of duty and personal responsibility of the graduate, which determines his/her attitude to himself/herself as a specialist for a professional purpose, his activity and its results;
- the activity formation of a specialist, the individual style of his professional activity is ensured;
- the experience of self-realization for professional purposes is accumulated, which determines the foundations of his/her skill and culture of activity.

The highlighted qualitative changes that determine the identification (self identification) of a student cannot be formed by some "magic wand", and they are a natural, logical process of formation of a graduate's personality. These changes determining the graduate's formation depend on a set of factors internal (conditioned by the student's personality, his/her cognitive abilities, learning abilities, motivation, purposefulness and activity in learning) and external (everything that contributes to his professional formation).

Materials and methods. The methodological basis for the study is the theory of personality, activity theory, the basics of pedagogical research, as well as educational and training concepts and technologies.

A set of methods: methods of research organization (theoretical analysis of philosophical, psychological and pedagogical and methodological literature on the problem; methods of data collection (questioning, interviews, diagnosis); methods of data processing and interpretation (comparative and collative analysis).

Research results and discussion. The minimum, but sufficient requirements for studying at the higher educational institution for the student's personality are determined upon his/her admission. However, it should be emphasized that commercialization in education often lowers the threshold of requirements for an applicant and its material component comes out in the first

place: if you can pay - study. In these conditions, the highest requirements for the professional training of personnel are assigned to the higher educational institution, which needs to ensure the quality of training of graduates. It is necessary to highlight the most important factors of the higher educational institution that significantly affect the professionally oriented socialization of students, which include:

- socio-cultural environment of the higher educational institution, faculty, study group, its moral and psychological atmosphere;
- traditions of the university, faculty;
- organization of the educational process;
- direct academic and extracurricular work with students;
- information and methodological support of the educational process, as well as their accessibility for students;
- faculty (teaching staff), its subject, scientific and methodological readiness, pedagogical skills and culture, as a personal example for students;
- the development of the scientific base and the base of practices, its compliance with the needs of professional training.

The above allows us to determine how innovations that manifest themselves in the higher education system, including those caused by the introduction of information (distant learning technologies) technologies, affect the professionally-oriented socialization of students. Such influence should be considered both from the position of the student and from the position of the higher education institution. It is no accident that a survey is being conducted very actively at various levels in order to identify the opinions of both students and teachers, how information technologies affect the quality of education.

From the student's point of view, the answers are different, even like, "Oh, that's great, no need to hurry, no need to rush, no need to waste time on the road. Get up when you want, sit down at the computer, and that's it". They are somewhat reminiscent of the end of the 90s of the last century, when homelessness became comparable to the post-war period, and they began to catch such children and send them to shelters. One of the journalists recorded the homeless child's appeal to the president: "Dear Vladimir Vladimirovich, tell these men, let them not touch us, we are happy here!". It is difficult to comment on these statements.

From the teachers' point of view, the answers are different. Some people are satisfied with such a form of training, since they do not need to go anywhere, spend time on the road, waste their nerves, read, and there "at least the grass does not grow", others who are experiencing difficulties using electronic technology-it is easier to come and hold a lesson, others are not satisfied with the result of their work, which they cannot adequately assess.

The survey is only one of the methods of obtaining information. It shows that the judgments can be different, and they largely depend on the totality of the characteristics of those who are interviewed. It is safe to say that they cannot reveal the essence of the problem – the impact of distance learning on the quality of training of specialists. It is necessary to understand what and how it affects, what are the positive and negative consequences (risk factors), how to reduce their impact on the quality of education. There is the need to understand the impact of information technologies from the position of the higher educational institution on the professionally-oriented socialization of students, the quality of their training for professional purposes. The well-being of the country and its future will depend on this.

First of all, it is necessary to note a very important trend that has clearly manifested itself – this is the opportunity to include huge material resources in the development of the idea of distance learning. These funds were used to modernize the material and technical support of the educational process, which, of course, has a positive role; new information platforms for the implementation of training tasks, information and analytical programs for ensuring and monitoring the educational process, and much more have appeared.

Considerable funds have been attracted for the theoretical and methodological support of

distance learning, in which, as it were, the incorrectness was manifested, as if to put it mildly. This incorrectness is primarily reflected in the terminology. It is the terminology that primarily speaks about a person's education. A well-known truth is that as a person understands a word, so he uses it both in theory and in practice. I will give only some of them. "E-learning", which means "the organization of educational activities with the use of information contained in databases and used in the implementation of educational programs and information technologies, technical means that ensure its processing, as well as information and telecommunications networks that provide the transmission of this information through communication lines, the interaction of students and teaching staff." So it is written in the regulatory documents. We are talking about the use of electronic technologies in educational activities, but not about e-learning, there is no such thing, and it does not happen. If there is an electronic one, then there must be another one, which one is auditory, specific, paper, what?

There are textbooks: "Digital Pedagogy"; "Digital didactics"; "Digital learning"; "Digital transformation of pedagogy" and other genres. Where is the limit of stupidity? After all, money is spent on their development and publication, it is not surprising if there are appropriate training courses in pedagogical universities. What is it about? This is nothing more than an attempt to develop theoretical and methodological foundations for the use of information technologies in teaching. That's what you should call it. The trouble is that students will absorb it and will take it for granted. We can cite many other things in such "innovation".

Distance technologies significantly affect the professionally-oriented socialization of students, the quality of their training for professional purposes. The most important factors of the higher educational institution that significantly affect it are presented above. I will focus only on some of them in more detail.

The socio-cultural environment of the higher educational institution- is the socio-cultural background on which the professionally-oriented identification of students takes place, their formation according to their professional purpose. As they say: "The environment empties its own kind." The most favorable environment, as a rule, develops in specialized universities (military, pedagogical, medical, technical, etc.), where the faculty (teaching staff) has formed with its own culture of interaction, the established experience in training relevant personnel. Distance separates the student from this environment. It destroys this basis – to feed it with its culture, attitude to learning, students, direct participation in stimulating their professionally-oriented formation.

Practitioners are well aware that if in the first year they managed to form a healthy student group of like-minded people who came to acquire knowledge, master a profession, motivated and active, then it is a pleasure to work with them and it is bitter to part with them, as if a part of your soul is leaving. And if this did not happen, then during the entire period of training of students of this group, there is only one wish - to let them out as soon as possible, to change them practically very difficult. In such a group there is no mutual understanding, mutual assistance, desire to go to university, to the student group. For such students, everyone owes, they are not interested in anything, they care about grades and getting a diploma faster. The pandemic that showed up in the world practice, including Russia and Kazakhstan, led to the activation of distance learning forms. It has shown that such a form, in an exceptional period, has the right to be. At the same time, it showed significant shortcomings in providing professionally-oriented socialization (identification) in the process of becoming a graduate. Practice has highlighted many shortcomings: the spiritual connection "teacher - student" is broken; the teacher does not feel the breath of the audience, the reactions of students, cannot manage their cognitive activity, adequately respond to the situation in the classroom; the student does not feel the general mood of knowledge – he/she is alone; student seeks to get a grade, not knowledge and a lot of other things. It can be concluded that if information technology complements traditional teaching, it enriches it, if it substitutes, it impoverishes it.

Direct educational and extracurricular work with students. This could be the subject of a special research. During the pandemic, many very influential people tried to show how great

they were at providing distance learning, that it brought every student closer to the instructor and the instructor closer to the student, etc. Is this true?

As far back as Ya.A. Comensky pointed out, cooperative learning has a positive effect on the students. The pandemic, on the contrary, separated everyone. One can give the following example, a person watches a play at the theater and the same thing at home on TV. The result is completely different. In the theater he/she is in the mood, fully immersed, and he/she lives with the audience with what is happening on stage, reacting actively to events. At home, he/she watches very differently, constantly distracted for various reasons. It's the same with distance learning. What you don't see when you teach a class: a student lying down, stroking a cat, walking around the room, or even down the street; someone riding the subway or on the bus or in the car, but to be noted that he/she is in class, plugged in (connected). Some are connected at work and you can see how they are constantly distracted, etc. There can be no immersion in classes, and even more so, there can be no management of students' cognitive activity in these conditions. In practical classes, many people use prepared texts and read, it is very difficult to talk to students, especially to discuss something. Every student tries to disconnect as soon as possible, he/she is least interested in the process, it is important for him/her that an assessment is made, and the lesson is completed as soon as possible.

The teacher also has problems with distance learning. Many families and not all have a separate room (office) from which he/she can conduct classes. If classes are held all day, and at the same time not for one day, then this negatively affects family members.

Distance learning involves recording a lesson and posting it online for use by those who are absent from the lesson. As practice has shown, those who were absent from the lesson do not turn to this record. In the best case, he/she will call someone from the group and clarify what is necessary for a practical lesson, and if he/she was absent from a practical lesson, he/she generally does not refer to the records. Teaching time is not valued.

Some note that distance learning expands opportunities for individualization in training. Yes, this may be the case when the teacher conducts a real number of training courses (preferably 2-3) and study groups, so that he/she has enough imagination and time for individualization. Distance significantly increases the workload of the teacher and it is more difficult for him/her to provide individualization.

Conclusions. In the course of the study, we came to the following logical conclusions:

1. Distance learning has shown that there is something positive in it that can be implemented in the learning process. For example, when conducting a consultation. The teacher can receive the material by e-mail and remotely help, correct something, explain something, etc. Such work has a positive effect in working with graduate students, doctoral students. However, this must be regulated and not deprive the teacher of his/her personal life.

2. The faculty (teaching staff) is the prestige and authority of the university – a kind of litmus test that characterizes its potential in shaping the personality of a future specialist. Many well-known scientists and specialists are very proud to consider themselves students of the leading university teachers from whom they studied. It does them credit.

As professionals and teachers, the faculty (teaching staff) is a carrier of knowledge that determines the theoretical readiness (theoretical identification) of students. A well-known truth, only a person forms a personality. The wisdom known since ancient times: "The head of the learner is not a vessel that needs to be filled, but a torch that needs to be lit, and only the one who burns himself/herself can light it." Such a burning torch is the spiritually rich and professionally trained, authoritative personality of a professional. His/her mission is not only to transfer knowledge, but also the wealth of his/her soul, moral position, attitude to business, which acts as a stimulating factor in the professionally-oriented identification formation of students as future specialists.

3. Each teacher represents a certain professional and ethical potential for students, which is largely determined by their general and professional culture, individual style of pedagogical activity. At its core, the teacher is the example from whom they learn.

4. In distance learning, the direct interaction of the teacher and the group is disrupted. The teacher sees the group in images, not in personalities, which violates his connection with it, cannot constructively influence the cognitive activity of students.

Thus, in the process of professional formation of the student, complex identification changes occur in it, due to professional and personal socialization. They lead to ideological, deontological conditioned emotional and activity changes in the personality of the student, his/her formation as a specialist. To enrich this formation, not to destroy it – that's the problem. The distance learning, unfortunately, destroys it. The higher educational institution trains the personalities of professionals, not robots, for whom only the program is important, and it is indifferent to whom to serve.

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