

STAGES OF SOCIALIZATION OF STUDENTS IN THE PROCESS OF FORMATION OF MORAL AND LEGAL CULTURE

Аннотация. В статье раскрывается сущность нравственно-правовой культуры студентов. Выделены этапы социализации студентов. Определено, что на каждом этапе социализации будущих специалистов доминирует развитие одного из выделенных компонентов нравственно-правовой культуры.

Summary. The article reveals the essence of the moral and legal culture of students. The stages of socialization of students are highlighted. It is determined that at each stage of socialization of future specialists, the development of one of the identified components of the moral and legal culture dominates.

Ключевые слова: формирование нравственно-правовой культуры, этапы социализации студентов, компоненты нравственно-правовой культуры

Keywords: formation of moral and legal culture, stages of socialization of students, components of moral and legal culture

Analyzing the multifaceted concept of moral and legal culture, its most essential signs were identified: a high level of moral and legal knowledge; acceptance of moral and legal values as personally significant; the development of the granted rights, freedoms and duties assigned to each citizen; legitimate behavior.

The development of conceptual foundations for the formation of the moral and legal culture of students in the context of a personally oriented approach requires a deep analysis of the term “student.” Thus, it seems advisable to understand the stages of socialization of future specialists, correlating these stages with the components of the moral and legal culture of students.

The term student (from lat. Studens) means “diligently working, student of higher, in some countries and secondary, educational institutions” [1]. However, this term also has close to it, but not always equivalent in meaning to the concepts of “student,” “student age.”

Students are considered as a phenomenon directly related to the development of higher education, as “a special social category, a specific community of people, organized by a united institute of higher education” (L. D. Stolyarenko) [2, p. 736], etc.

The formation of the moral and legal culture of students depends on the specifics of age development and is largely determined by it. K. D. Ushinsky [3] called the student age “the most decisive,” since it is this period that determines the future of a person, is a very active time of intensive work on himself. I. A. Zimnyaya highlights the main characteristics of student age that distinguish it from others: a high educational level, developed cognitive motivation, social activity, an intensive need for cognition, communication, search for the meaning of life, a fairly harmonious combination of intellectual and social maturity [4, p. 272].

Determining the boundaries of student age is difficult, as it depends on the period of study of a person in a higher education institution. Many authors agree that as an age category, students relate to the stages of adult development, representing the transition phase from maturation to maturity, and is defined as late adolescence - early adulthood.

The process of forming the moral and legal culture of a student affects the entire period of his professional training in a higher education institution. Of great importance, as the final stage of personality formation and as the main stage of its socialization, is the period of life from 17 to 25 years. Young people enter a new social development situation immediately when moving from school to a new educational institution. This situation is characterized not only by new teams, but also by a focus on the future: the choice of lifestyle, profession, reference groups of people.

In the aspect of international relations of the Bologna process, society is faced with the task of educating a new person, with a high level of moral and legal culture and developed legal consciousness, where education is the most effective tool. The main character of the Bologna process becomes a student as a separate social category. This strategic principle found its concretization and implementation in a number of program documents and practical actions of the countries participating in the Bologna process, which allows us to assert with full confidence the actual transformation of the student into the main character of the Bologna process.

The process of forming the moral and legal culture of a student affects the entire period of his studies at a higher education institution, when the socialization of the individual is carried out, associated with the student's desire for autonomy, the right to be himself.

In accordance with the stages of socialization of future specialists, this process can be conditionally divided into three stages: adaptation, individualization, integration (A. V. Petrovsky).

These conclusions are supported in the work of other researchers. Studying the psychological features of the educational activities of students, L. G. Zhdanova, I. G. Kolosova came to the conclusion that in the process of studying at a higher education institution, the indicators of professional and educational values of students undergo certain changes.

For example, the first course is characterized by high level indicators of professional and educational values, which act as motives that govern the educational activities

of students. At the same time, the professional values and values of the doctrine are somewhat idealized, as they are due to an understanding of their social significance rather than personal meaning. In this regard, this stage is primarily related to the issues of social adaptation of students.

In the second and third courses, there is a general decrease in the intensity of all motivational components, as well as the destruction of their hierarchical system. Professional motives cease to control the educational work of students, as a result of which during this period their educational activity and success are noticeably reduced, the so-called “disappointment syndrome” is formed. At the same time, their interest in knowing the world around them is growing, their horizons are expanding, and a worldview is being formed. At this stage - individualization - some separation of the individual occurs, caused by the need for personalization. In this case, the person is a subject of social relations. A student who has already learned certain norms of society is able to prove himself as a unique individuality, creating something new, unique, which, in fact, manifests his personality.

The fourth course is characterized by the fact that against the background of reduced level indicators, the degree of awareness and integration of various forms of motivation of training into a single integral system structured by the level of their generalization is growing. This involves achieving a certain balance between man and society, the integration of the subject-object relations of personality with society. At this stage (integration), the young man finds the optimal life option that contributes to the process of its self-realization in society, as well as his adoption of its changing norms. At the integration stage, the student has new values, a certain experience is formed, personal formation takes place. The creation of conditions that contribute to the personal inclusion of the student in the learning process, fully revealing and realizing his abilities, as well as allowing him to actively integrate into the social life of the UVO, opens up real opportunities for self-development and self-realization. In this regard, we believe that at the stage of integration, students form the main components of competence, ensuring the success of the future professional activities of graduates. Thus, the student can realize himself both in the last year and in his subsequent professional activities.

In the course of the study, was founded, that at each stage of socialization of future specialists, the development of one of the components of the moral and legal culture we have identified dominates.

For example, the stage of adaptation (I course of training) is related to the issues of professional and social adaptation, motivation and goal-setting, is aimed at mastering new social roles and related moral and legal values and norms, enriching moral and legal knowledge; training in the rules of conduct in the Department of Internal Affairs; mastering the rights and obligations of students (development of the value component).

The stage of individualization (II-III training courses) - the expansion and deepening of the content of moral and legal knowledge necessary for future professional activities is carried out. The need to expand and deepen the content of moral and legal knowledge necessary for future professional activities is developing. Students are actively included in educational and research activities. Awareness of academic rights and freedoms of the individual (development of the cognitive component).

The integration stage (IV training course) provides for the inclusion of students in the practical application of the acquired moral and legal knowledge, the development of professional skills and skills. Conditions are created that open up opportunities for self-development and self-realization (development of the behavioral component).

Thus, it can be concluded that the student period is of great importance as the final stage of personality formation and as the main stage of its socialization. In this regard, the relevance and timeliness of the formation of a moral and legal culture in this age period become obvious.

Literature

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