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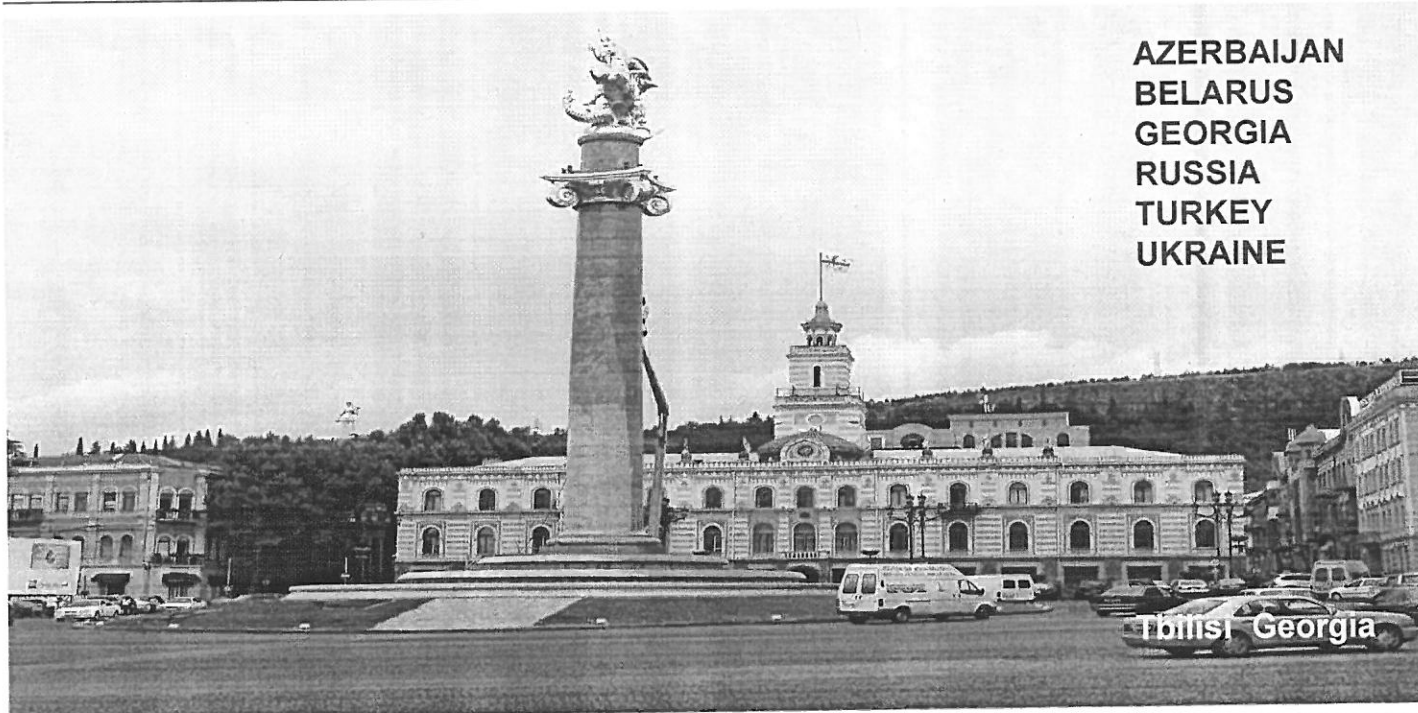
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Civilization, in contrast to countries there is usually a long time - usually more than millennium.



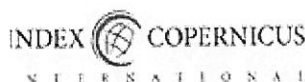
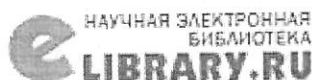
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FORMATION OF STUDENTS FROM DIFFERENT SPECIFIC SOCIAL GROUPS AS A PROBLEM OF SOCIAL WORK

Victor Kuzmin

Zaporozhye National Technical University, PhD in Sociology, Associate Professor of Social Work (Ukraine)

e-mail: kuzmin2v@ya.ru

ABSTRACT

The article considers the process of integration students in higher education of different specific social communities, namely, orphans, people with disabilities. Been determined differences in concepts of a social community and social group, research carried out in the context of subject- subjected approach in social work.

In our opinion it is possible to improve significantly social formation of students of higher education institution from different specific social groups and communities thanks to transition from object and subject approach within which orphan students carry out actually passive role in the course of socialization to the subject - subject approach in which the personality is the active participant in the process of own socialization, and not only adapts for society, but also influences the living positions and, actually, himself. That is the personality has to be the active participant of own formation, self-determination, self-realization, self-affirmation, thus, apparently, makes certain changes to social norms of society.

In case of orphan students and disabled people in higher education institutions it would be possible to consider them as separate social group, but it is necessary to pay attention that in a context of the integrated training the percent of orphans in the academic groups is improbably small, that is in one group the maximum to 2 such students studies. Interaction between these students within one higher educational institution happens some once a year during one-stage congratulatory actions by New Year, the 8th of March etc. Obviously, that this interaction is insignificant one. Concerning expectations of each member of "specific groups" concerning other its members there is almost no binding to group signs.

Keywords: integration, a student, an orphan, universities, social work.

РЕЗЮМЕ

У статті розглянуто процес інтеграції студентів вищих навчальних закладів із різних специфічних соціальних спільнот, а саме: сиріт, осіб з обмеженими можливостями. Визначено відмінності в поняттях соціальної спільноти і соціальної групи, дослідження проведено в контексті суб'єкт-суб'єктного підходу в соціальній роботі.

На наш погляд, можна значно поліпшити стартові можливості студентів вузів з різних специфічних соціальних груп і спільнот, саме завдяки пропонуваному переходу від об'єкт-об'єктного підходу, в рамках якої студенти виконують насправді пасивну роль у процесі власної соціалізації, до суб'єкт-суб'єктного підходу, в якому особистість є активним учасником в процесі власної соціалізації, і адаптується не тільки до суспільства, а й до різних соціальних груп, умов середовища тощо. Тобто особистість повинна бути активним учасником власного становлення, самовизначення, самореалізації, самоствердження, у такий спосіб, очевидно, робить певні зміни в соціальних норм суспільства.

У разі сиріт-студентів і людей з обмеженими фізичними можливостями у вищих навчальних закладах можна було б розглядати їх як окремі соціальні групи, але слід звернути увагу, що в контексті інклюзивного навчання відсоток цих специфічних студентів в академічних груп неймовірно мала, тобто в одній групі максимальної до 2 таких студентів. Взаємодія між цими студентами в рамках одного вищого навчального закладу відбувається декілька разів на рік протягом вітальних заходів до Нового року, 8 березня і т.д. Що стосується очікувань кожного члена "специфічних груп" відносно інших її членів немає майже жодної прив'язки до групи, тобто це є соціальна спільнота.

Ключові слова: інтеграція, студент, сирота, вищі навчальні заклади, соціальна робота.

РЕЗЮМЕ

В статье рассмотрен процесс интеграции студентов высших учебных заведений из разных специфических социальных общностей, а именно: сирот, лиц с ограниченными возможностями. Определены различия в понятиях социальной общности и социальной группы, исследование проведено в контексте субъект-субъектного подхода.

На наш взгляд, можно значительно улучшить стартовые возможности социализации студентов вузов из разных специфических социальных групп и общностей, именно благодаря предлагаемому переходу от объект-объектного подхода, в рамках которой студенты выполняют на самом деле более пассивную роль в процессе собственной социализации, к субъект - субъектному подходу, в котором личность является активным участником в процессе своей социализации, и адаптируется не только к обществу, но и к различным социальным группам, условий среды и тому подобное. То есть личность должна быть активным участником собственного становления, самоопределения, самореализации, самоутверждения, таким образом, очевидно, вносит некоторые изменения в социальные нормы общества.

В случае сирот-студентов и людей с ограниченными физическими возможностями в высших учебных заведениях можно было бы рассматривать их как отдельные социальной группы, но следует обратить внимание, что в контексте инклюзивного обучения процент этих специфических студентов в академических групп невероятно мала, то есть в одной группе максимальной до 2 таких студентов. Взаимодействие между этими студентами в рамках одного вуза происходит несколько раз в год в течение

поздравительных мероприятий к Новому году, 8 марта и т.д. Что касается ожиданий каждого члена "специфических групп" в отношении других ее членов нет почти никакой привязки к группе, то есть это социальная общность.

Ключевые слова: интеграция, студент, сирота, высшие учебные заведения, социальная работа.

FORMULATION THE PROBLEM

Social groups are the main form of social communities. Sociologists define two or more individuals who have general views and are connected with each other in rather resistant models of social interaction as a group. In sociology, there are the following essential conditions necessary to set the group considered: the presence of the interaction between its members, the appearance of the expectations of each member of the group on the other members, a manifestation of coordination, cooperation and solidarity on the overall objectives and cultural patterns. Thus, the social group is a set of individuals who interact definitely on the basis of expectations of each member of group concerning others [14].

Sometimes the term "group" is often used to describe some individuals that are spatially and physically located in one place. In purely sociological sense the social community is the various associations of people based on direct or indirect connections between them. The social community is a real-life and operating social formation which has a certain structure, norms, rights and duties, in difference from temporary human sets (the crowd, theatrical public) or conditional social groups which are unite by the researcher by a certain sign, but really are not connected among themselves by any form of social interrelation [8].

In case of orphan students and disabled people in higher education institutions it would be possible to consider them as separate social group, but it is necessary to pay attention that in a context of the integrated training the percent of orphans in the academic groups is improbably small, that is in one group the maximum to 2 such students studies. Interaction between these students within one higher educational institution happens some once a year during one-stage congratulatory actions by New Year, the 8th of March etc. Obviously, that this interaction is insignificant one. Concerning expectations of each member of "specific groups" concerning other its members there is almost no binding to group signs.

MAIN MATERIAL OF RESEARCH

Let's consider further social formation of the orphan students deprived of parental guardianship. In a section of activity of higher education institutions, the majority of orphans arrives already with the organized forms of a living arrangement. The guardianship (care) is the most widespread form; there are also arrivals of graduates of residential establishments.

Orphan children and children from dysfunctional families are exposed to considerable difficulties in socialization. The underestimated social adaptation of such children generates in them feeling of inferiority as their role actions are treated all the time to the underestimated assessment of parents, instructors, age-mates and eventually the low self-assessment is developed. The feeling of inferiority is expressed in deviant behavior or in creation of compensation subcultures in which the norms, established in a certain society are rejected [13]. It is rather interesting that the researcher from the USA O. Blum defined that the difference in coefficient of oral development of children who grew in safe and dysfunctional families, reaches twenty points.

In the course of socialization of the child in a family his first affective communication develops. It is a basis of formation of the child internalized ability to an emotionality which can be transferred in a family and out of a family [4].

If to compare students from families of guardians and from residential establishments, it appears that orphans from families of guardians are emotionally more stable, inclined to empathy, prove more actively, cheerfully, are able to make plans and prospects for the future, behave during conversations more surely. In case of late registration of guardianship (care), unfair performance by guardians of the duties, difficult character of wards their inability to organize themselves on productive work sometimes difficulties in communication, weak intelligence of own prospects, motivations to implementation of high-quality labor career, etc. are found.

The majority of orphans from residential establishments have no adequate self-assessment which cannot be said about the orphans of the families of guardians. Deviation from social norms – the constant companion of the majority of graduates of residential institutions, offenses most often arise at those who in the childhood felt shortage of parental love, heat, care. Graduates of these establishments have serious chronic diseases, the mental disturbances, and the increased suicide risk. Absence of the loved one from among the native is enough psychologically difficult perceived. More often they are ready to accept only asocial forms of behavior (alcoholism, drug addiction, etc.), and are not able to organize the leisure substantially [5].

The main mechanism of socialization of the child at early age is imitation which is based on an arrangement to close people. Repeating behavior, actions of people around, the child inherits social experience of mankind. One of criteria of socialization is existence of "significantly another" which is a benchmark of standards of behavior for the child, from this person the child reads out a behavior matrix.

Entering the social life, individuals get acquainted with social norms of this or that society. Social norms are defined by a set of the obligatory rules established by the law of this society. There are more or less local standards (for example standards, which are characteristic for a family, group of friends, etc.). Or global ones (legal or religious norms). In the American sociology during the post-war period the concept of norm is central both for funtskionists, and for interaktsionists. For T.Parsons norms and values depend on a condition of roles and individual actions. Norms are acquired in the process of socialization [6].

Advantages of family forms of education, in comparison with residential institutions, are indisputable as only the family was, is and remains for children the natural, necessary and comprehensive environment focused on development of specific features of pupils while in standard public institutions educational process is guided by collective forms, and they, as we know, level own inquiries and needs of the child, do not promote development of socially adapted person. One of advantages of a family of guardians is existence of a positive assessment from adults, moral and emotional support. Children from families, even from families of guardians, have better indicators of adaptation (socialization), than children from residential establishments. They have a well-formed picture of the world, they make great strides in education and sports, and by the time of adulthood they have clearly defined professional direction, the choice of a husband (wife), set realistic plans are adequate in relation to the place in society and their own capabilities.

Social characteristics of the orphans are also quite different. Depending on the purchase of their own experience, from the fact and duration of stay in the family, mother and father education, the basis of high-quality socialization of the child is usually created. The longer the child lived in a family, the world picture is more stoutly created for the child, the foundation for the adapted personality and another are set. In the analysis of a social situation of development of orphans at transitional stages of life, first of all the attention is paid to parting with parents which estimate as a deprivation, that is insufficient satisfaction of the basic mental needs [1].

The analysis shows that the older are children, the in softer forms the social deprivation appears and the quicker and more successfully there is compensation in case of special pedagogical or psychological work. However practically never it is possible to eliminate consequences of a social deprivation at the level of separate deep personal structures [9].

How fatally the early institutionalization of the child causes the following deformations of his mental and personal development, a definite answer is not still found. Some psychologists consider that the early social deprivation leaves unforgettable negative consequences which in the future are not the subject of almost any essential compensation. Other experts hold the opinion that in teenage, youthful and at later age stages certain equilibrations, smoothings, peculiar "mix" of that mental and personal "demolition" which was caused by a deprivation of social contacts in the early childhood are entirely achievable [5].

Considering obvious crisis of family education, the public teaching and educational and correctional facilities are compelled to touch for themselves functions of social adaptation and rehabilitation of an increasing number of "problem" children. Accordingly, the pressure on educational institutions as a primary social instrument of socialization of youth increases [7].

From all institutes of socialization a family is the most important and influential, the influence which the child feels before everything. Norms, representation and values put in the early childhood during interaction with parents, much in what define its course of life, form a social position. Except intelligent, purposeful education by parents the child is also influenced by intra family atmosphere, thus the effect of this influence collects with age, represents in its personality. Some other picture happens to incomplete families, children who are brought up not in house conditions and in different forms residential establishments or as in our case, higher education institution where orphan students on a full-time department study. Depending on specific features of each orphan, they live or with relatives (in houses of guardians) or in the conditions of a student hostel.

Education which is a mechanism of socialization process, in such conditions becomes a public affair which demands special planning, financing, management and coordination, efforts between all agents of socialization. During study in higher education institution fundamental bases of the personality, its ability to an adequate assessment of social processes, ability to put the got experience into practice for deployment of own activity must be laid into students.

Higher education institution mobilizes students and not just provide education, as before. If the old paradigm provided mainly development of new programs and courses and their translation from the teacher to the student, the new one provides creation of the atmosphere of responsibility, environment formation that stimulates self-preparation, estimation of knowledge in the beginning, the middle and at the end of a study course (modular offsets), work with each student depending on his requirements and interests. The result is to get "credit", which indicates the development of the necessary knowledge and skills, regardless of where and how he mastered them. That is why the student must be an active agent of the educational process, search, and storage of his own knowledge [2].

These "credits" and "modules" are the innovations in education in Ukraine, which is developed in the context of the Bologna process. Educational process is constructed on the credit and modular system which feature is that unlike the traditional organization of educational process where the central figure is the teacher, the cent of weight is transferred to the student who studies, actively builds the educational process, choosing a certain trajectory in the developed educational environment. An important function of the teacher is to maintain the quality and intensity of students study, promoting their successful assimilation of educational information, easing the problems that arise, assistance in the development of a large and diverse information. At credit and modular system of the organization of educational process the volume of independent work of the student under the leadership of the teacher considerably increases. There is an individualization of study process [2].

Independent work of the student in a context of credit and modular system is important. Today's students need to work on self-development and self-improvement with increased diligence and perseverance. Recently, the press publishes interesting student and teachers manual in the organization of management in higher education, self-management students. So students and teachers have opportunity to get acquainted with these S. Reznik's fundamental works [11]: the student of higher education institution – technology of training and professional career; the teacher of higher education institution – technology and the organization of activity. The features of process of preparation and carrying out educational lesson are given in details; motivations of

members of the academic groups, the conflicts on lessons; the control of knowledge quality, forms of the organization of educational process in higher education institutions and modern techniques of study; virtual communication, information technologies in educational activity, the organization of out-of-class work with students; educational influence of the teacher on the student, time-management and other.

Such an agent of socialization as "Student hostel" in which students stay on the average the most part of free time from study deserves separate studying. As R. Nikiforov considers, the process of adaptation of the student to living conditions in an unfamiliar place, a hostel, the relationship creation with roommates, the solution of questions of self-service, self-education and other is sufficient is quite problem [12]. Ability of the student to adapt for conditions of studying and accommodation in the new environment will become a basis of successful integration into educational process of higher education institution. In addition in a student hostel the hostel tutor, the manager, the head of student council of a hostel, the centers of leisure and other have to carry out the function of assistance and education. As it is provided in the regulatory framework, teachers of chairs in addition make rounds of hostels where their students live, check observance of rules of accommodation and sanitary standards, provide qualifications during preparation for study.

Special value should be given to training of orphan students with health problems, with shortcomings of physical development and other. In this case teaching and educational process has to be constructed by an example of the integrated training at least at the level of the academic group, in particular when the orphan student besides is marked by an illness (has clear symptoms of an illness) as the exit from a condition of social exclusion demands effective forms of support, education and creation of an inclusive form of education.

For any person criterion of socialization is existence of the higher or professional education and opportunity to realize himself to any sphere of public life at own will. Lack of such education level turns on a barrier to full socialization [2]. However it would not be correct to judge efficiency of socialization only on condition of obtaining the diploma of the higher education as its existence declaratively testifies only about the fact of studying and its completion by the representative of this category of citizens. Aspects of quality of training, awareness of the need of motivation, self-fulfillment and the ability to use the latest educational technologies are possible only in the process of obtaining by an orphan student of higher education through the use of higher education.

High school provides an opportunity to align different, particularly discriminated social groups. As a result, the social inequality is eliminated with a considerable measure for citizens with the higher education. It is so established that with increase of educational level of the population, especially in the presence of the higher education, chances to get a job increase, the risk it to lose decreases, salary level raises [3].

Thus it can be concluded that in the absence of such an important agent of socialization as a family, the process of socialization of the orphan students is not in a full measure, but in part. Family is replaced by other agents, such as residential institutions, family guardians.

CONCLUSIONS

In our opinion it is possible to improve significantly social formation of students of higher education institution from different specific social groups and communities thanks to transition from object and subject approach within which orphan students carry out actually passive role in the course of socialization to the subject - subject approach in which the personality is the active participant in the process of own socialization, and not only adapts for society, but also influences the living positions and, actually, himself. That is the personality has to be the active participant of own formation, self-determination, self-realization, self-affirmation, thus, apparently, makes certain changes to social norms of society.

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