

HIGH SCHOOL STUDENTS EDUCATION IN RUSSIA

Tamara Vladimirovna Khvesko
Tyumen state University,
Russia, 625000, Tyumen, Semakova Street, 10

Abstract the article considers the peculiarities of the sociologist personality formation during the first steps of training in a high school. Special attention is paid to the verbal influence of professionals directed to conceptual changes reflected in behavior. The process of rational persuasion has definite features: the presence of favourable stimulus, hearer's attention, understanding and acceptance that change conceptual-intentional system of a student. So interdisciplinary approach helps to solve the problems of verbal influence on the students attitudes towards future profession, career strategies. According to the results of the authors research carried out with the help of quantitative and qualitative methods social determinants of professional self-identification are marked. It is shown that early professional socialization affects the formation of values and civil position of graduates.

Keywords professional socialization, high school, career choice, self-identification

Introduction

The development of modern society on the way to Informatization is characterized by dynamism, the accelerating pace of social changes that lead to increasing demands for competitive professionals with a high level competence, able to adapt to the new conditions of social reality. The problem of professional training, development of professional skills and the formation of professional values is becoming more and more relevant and socially significant. Professional training is a rather long process. Professionalization begins with the teaching and continues throughout the whole life.

The subject of research is to describe the process of professional socialization of high school students mastering speciality "Sociology".

The interest to the profession of a sociologist may be explained by different ways. First, this is a fairly "young" profession in Russia, compared to "traditional" professions of doctor, lawyer and economist. Secondly, history shows that sociology as a science and as a profession has evolved in Russian system of education controversially, and it significantly affects the professional development of sociologists. Thirdly, it is sociological education that allows to form the competencies that are the most popular in modern society in the period of economical crises. Local military conflicts intensify global competition and increase the demand for professionals able to think analytically on societal (social) level, to actively influence institutional changes to implement strategic social projects.

The formation of professional values is considered by many domestic and foreign scientists. Professional activities have always been of great scientific interest. The problem of professional socialization is studied in Pedagogics, Psychology, Sociology, Philosophy, Anthropology and so on. There are various scientific approaches to the understanding of the processes of professional socialization. The notion *socialization* is used to show the process of students selective acquiring the values and attitudes, skills and competences. R. Merton studied peculiarities of formation of a professional community and professional ethos (Lazar, 2010). M. Weber in his works "Science as a vocation and profession" and "Politics as a vocation and profession" considering the peculiarities of the process of professional socialization, highlights the personal qualities needed to become a professional in politics and science (Weber, 1990).

The problems of socialization of youth and community have been considered by G. Homans in the "Theory of social exchange" (Homans, 1961). The issues of socialization in an unstable society in the framework of the theory of anomie were studied by E. Durkheim and R. Merton. The purpose and nature of education were considered from the point of view of young people acquainted with the dominant culture, norms and values (Merton, 2006). P. A. Sorokin investigated the impact of vocational education on social mobility and social status, professional knowledge and skills are the basis of professional stratification and influence the structure of society (Sorokin, 2007). Education and professional socialization is observed from the perspective of the resource approach in the works of P. Bourdieu (1972). The problems of education and professional socialization in Russia has been studied intensively since the second half of the twentieth century. T.L. Mironova investigated the structure and development of professional identification (1999). Of great importance for our research are the works devoted to the study of professional activity of sociologists. The concept of sociology as a profession appeared in the United States, primarily due to the research of T. Parsons (1959). In order to define sociology as a profession, he had to develop a theory of the media level and create a new discipline "sociology of professions" (Yudin, 2013). The study of professional values of

sociologists, specific features of this profession development in Russia was carried out in the works of R. N. Abramov (2013).

Thus, various aspects of socialization and professional development of young people, the development of professionalism, including the profession of a sociologist were considered in the works of foreign and domestic authors. However the review of literature on the problem under consideration, as well as personal experience and impact of teaching staff allow to suggest that the problem of becoming a professional is quite relevant and significant and requires deep studying.

Professional socialization and the formation of professional values and orientations define the characteristics of the future specialist activity, opportunities for professional development. Besides professional socialization affects the development of business qualities, skills and ultimately influences the development of professional fellowship and professional structure of the society. Thus, the factor of career choice and the "life in the profession" is of particular importance both for individual and for society as a whole.

The concept *professionalism* and *professional socialization* in the scientific literature are often defined as synonyms. However, in our opinion, they have significant differences. *Professional socialization* continues throughout the whole life. The concept *professionalism* in the broad sense means the development of the occupational structure of society, and its narrow sense is the formation of professional groups with specific interests and values, as well as professional positions and roles. In relation with the individual it is accompanied by the formation of not only knowledge, skills and professional views about socio-professional standards adopted by the professional community. Professionalization of a person in the broadest sense, involves two interrelated components: first, the formation of professional self-identification, development of internal personality structures of individual - psychological aspect of professionalization, as reflected in the concept *professional development*; secondly, the formation of professional knowledge, skills mastering professional standards, the formation of personality as the subject of professional activity - the social aspect that is reflected in the concept *professional socialization*.

Professional socialization is "the process by which a person is attached to certain professional values, included it in his inner world, forming professional consciousness and culture, objectively and subjectively, is preparing for professional activity" (Baghiryan, 2008). Professional socialization is considered to be a social process, which results in the assimilation of social and professional norms and the formation of the personality as the subject of professional activity. We follow interdisciplinary approach to this process. This approach will reveal the modern features of professional determinants to explain the inconsistency of some social practices of professional growth and self-identification.

Methodology

The peculiarities of the formation of the students professional values and skills trained at the sociological department are analyzed here. The motives of profession choice, the characteristics of professional socialization, life plans and career strategies of the future sociologists are in the focus of our attention. The aim of this study is to identify social factors that influence the success of professionalization at the early stage of career training in the high school in Russia and to show how is professional socialization realized ?

To achieve the goal the following tasks were set:

1. To identify the factors influencing the professional socialization of the students studying at the sociological department and to find out how verbal professional communication of specialists with students affects the profession choice (whether future profession of a sociologist is prestigious and why?);
2. To determine the characteristics of professionalization social agents (student groups, lecturers, family members, public organizations, qualified sociologists);
3. To define career prospects for the students - future sociologists (who is considered to be the most successful sociologist ?);
4. To identify occupational prestige in the public opinion (student assessment) and to determine its impact on the process of primary professional socialization.

To achieve these objectives we used combination of complementary methods: theoretical analysis of verbal communication, content analysis of documents, a survey of students and graduates who had received Bachelors of Arts Degrees at the Tyumen state University since 2006. Semi-formalized interviews were made among the students who are currently studying at the first, second, third and fourth years of sociological division (43 students and 15 graduates took part in the survey).

Research on Professional Preferences

The results of the interviews showed that the vast majority of respondents choose the profession themselves. However, tips on choosing a professional way were given by their parents, relatives, tutors, and friends who had got sociological education and were successfully employed according to their specialty.

Analyzing the respondents answers, we can distinguish the arguments that served the basis for choosing the profession of sociologist. Among the main factors are:

- Job prospects: "this profession is quite widely-spread and I will be employed in future or find interesting field of activity"; "sociologists are needed for society as well as doctors";
- A conscious interest and "calling": "I studied in the socio-humanitarian class at the secondary school and I have a great interest to social Sciences, and therefore I chose sociology. The relatives and friends were against my choice, but my interest played an important role";
- Availability of tuition fees: "in choosing a future profession finance plays an important role, the main argument for the choice was the presence of the vacant places free of charge."
- "Random" flow: "the choice was made by chance: nobody advised, because nobody had ever heard about this specialty".

The analysis of the obtained data showed that the majority of respondents had chosen their future profession by chance. They knew nothing about the professional activity of a sociologist. It was often identified with the profession of a social worker or marketologist.

The next question in the interview was connected with the clarification of the prestige of a sociologist profession. Three quarters of respondents replied affirmatively to the question "do you think the profession of a sociologist prestigious?" Among the arguments young people mentioned were relevance and social significance of a sociologists job, its practical value in solving specific social problems ("I think the profession of a sociologist is prestigious because the study of any society is the basis functioning all over the world"; " sociology is respected in the modern world and the level of its prestige depends on how much attention the government pays to the funding of it")

However there were some students who do not believe sociology to be a prestigious profession, explaining their point of view as follows: "it is not quite prestigious, because it is extremely difficult to find a job; "the profession of a sociologist is not prestigious because sociology research is not well financed"). Presented argumentations of the "non-prestige" of the profession of a sociologist is mainly based on the three most common factors: problems with employment; low salary; paper work character. In our opinion, all these arguments show the lack of life experience of the respondents, their uninvolvedness in the socio-professional groups, as well as the uncertainty of public opinion on the profession of a sociologist (employers do not yet fully understand the role of a sociologist at the enterprise).

Negative public opinions on the profession of a sociologist may be explained by the way of its development in Russia. There were times when sociology was recognized as pseudoscience and professionals were persecuted and even departed from the country. However at the beginning of the nineteenth century sociology in Russia has been developing rapidly and almost did not lag behind the countries of Western Europe. Russian sociologists E. W. de Roberti, M. M. Kovalevsky were invited to European and American universities to deliver lectures: the first scientific studies that had been carried out in Russia, the first theoretical concepts were interesting to the international scientific community.

It was the time when the first sociological department appeared. E. I. Kukushkina mentioned that the process of approval of this new field of knowledge in Russian universities was influenced by political factors and that the first attempts to deliver systematic sociological courses were taken at the law faculties, although sociology was considered to be a part of political economics (Kukushkina, 2002). The first Russian chair of sociology was founded in a private psycho-neurological Institute in St. Petersburg in 1907 (Romanova, 2011), and the first faculty of sociology was founded in 1920 in Petrograd state University, where P. A. Sorokin was the Dean After the period of *tabu* on Sociology in Russia, the first Departments of sociology were reestablished in Russia in 1984 at the philosophical faculty of the Moscow and Leningrad state Universities while there were more than 200 sociological faculties in the United States (6000 graduates). In American institutions of higher education 900 thousands Americans were taught sociology annually. The first 50 graduates, qualified sociologists appeared in Russia in 1989. Thus the profession of a sociologist in Russia is quite "young" and very controversial in the public opinion.

Discussion

Early professional communication with qualified social scientists helps to evaluate possible career prospects. Professional interaction should take place from the very first stages of teaching in order to intensify the learning process and to continue professionalization later. Communication should include such scientific events as Tyumen sociological Forum, conferences and festivals, meetings with famous scientists from other cities should be mentioned (it is important to note that in the list of successful professionals were mentioned University lecturers), meetings at the enterprises where the students get acquainted with professionals and are advised on the preparation of the diploma paper and sociological research project and its technologies.

Language activities are considered as part of human behavior. As pointed out by U. of Maturana, communication is a process of mutual coordination through verbal and non-verbal sign systems. The success of achieving *behavioral homomorphism*, the implications and consequences of communication depend very much on the factor of mutual trust (Maturana, 1995). The problem of verbal exposure over many years remains one of the central

problems in social psychology. An interdisciplinary approach to solving verbal impact, appeal to universal communicative constants, their consideration in the framework of cognitive linguistics contributes to the linguistic knowledge of the communicative activity. The essence of the communication process - not just the exchange of information, joint comprehension of the subject. Each communicative process is actually given in the unity of activity, communication and cognition. "The basis of the formation and understanding the meaning of a statement lies all our knowledge about the world, transmitting and collective and individual experience of its knowledge" (Boldyrev, 2014).

In the context of the concept of language games H. P. Wittgenstein, according to which it is based - like the game - on specific rules, on the one hand, and is a form of life on the other, any institutional discourse contains such speech acts as orders, descriptions, arguments, jokes, greetings. Such discourse can be interpreted as a multi-level education verbal and non-verbal nature (Wittgenstein, 1994). The ability of words to create and maintain social relations, in other words, the creative function of the social discourse is undeniable. Discourse is speech coupled with the action. P. Bourdieu, the author of the well-known concept of symbolic power, said: "Symbolic power is the power to make things with words" (Bourdieu, 1991).

From the point of view of socio-psychological science impact is seen as the result of behavioral activity of human interaction in terms of joint activity and communication. Our behavioral intentions, expectations or plans do not always find expression in reality. Based on the analysis of the results of his research R. Cialdini came to the conclusion that the basic mechanisms of social influence can be grouped into categories, each of it corresponds to one of the fundamental psychological principles underlying human behavior: reciprocity, commitment and responsibility, social coherence, personal likes and authority (Cialdini, 2001). The principle of reciprocal exchange is based on the tendency of most people to answer courtesy for courtesy and service rendered "pay" counter service. The principle of commitment and responsibility comes from the fact that, by adopting the solution that most people consistently implement it even in cases where there is a risk and a threat to its own interests. The principle of social sequence implies the tendency of the individual to follow the beliefs and behavioral patterns shared by others. The principle of personal sympathy says that people tend to comply with the requests and demands of those whom they like.

In particular, numerous studies have demonstrated the influence of physical attractiveness on attitudes and behavior. The principle of authority in the context of the influence problem illustrates the difference between the individual-specific and functional role influence. In fact, the first is a manifestation of "power of authority", and the second is the "authority of authorities" (Van Dijk, 2013). Pierre Bourdieu notes that the "significance" of communicant is determined by its symbolic capital, recognition, authority, which he acquires in a social group. Magical efficiency of acts inseparable from the existence of the Institute, which determines the conditions (related to the doers of the action, time and place) that must be met in order to the magic words came true (Bourdieu, 1991).

Thus, communication is called a complex multi-dimensional process of establishment and development of contacts between people that is generated by the needs of joint activities including the exchange of information, developing a common strategy for interaction, perception and understanding of another person. According to G. Leach ...communication is problem-solving (Leech, 1983). In the process of communication people share the results of perception of different objects, knowledge, experience, research, residential, educational information. Interacting, they reach agreement on joint work and rest; establish the unity of ideas, attitudes, views; reach the community of thoughts, experiences, attitudes to different events, other people, ourselves. When the communication is transmitted manners, customs, behaviours that manifest the unity and solidarity of distinguishing group and collective activities. Finally, communication is a significant factor in the complex process of social determination of human stimulator personal development. L. S. Vygotsky noted that the thought never equal the direct meaning of the words. Therefore, the communicating parties must be identical in the case of audio speech is not only lexical and syntactic system, but the same understanding of the situation of communication. And this is possible only in case of inclusion of communication in some general system activity (Vygotsky, 1999).

The nature of information exchange between people is determined by the fact that through a system of signs partners can influence each other. In other words, the exchange of information necessarily involves the behavior of the partner, i.e., the sign changes the state of the participants of the communication process. Communicative impact that occurs, there is nothing like the psychological impact of one communicant on the other to change his behavior. Communication efficiency is measured by how did this impact. This means that when the information exchange is changing the type of relationship that has developed between the participants of communication. Communicative impact as a result of the exchange of information is possible if the speaker and the person taking it (the recipient), have the same or similar system of codification and decodification. Any exchange of information between them is possible only under the condition that the signs and, more importantly, their assigned values are known to all participants of the communication process. Only the adoption of a uniform system of values provides the opportunity for partners to understand each other. To describe this situation, social psychology borrows from linguistics, the term "thesaurus", denoting a common system of values taken by all group members. But the thing is that, even knowing the values of the same words, people can understand their different social, political, age-related features may be the cause. Institutional communication in the educational environment as a kind of "cliché" kind of communication is a strictly regulated type of verbal action. Its core characteristics standardization communicative

behaviour of participants, a high degree of social control, a standard rigidly prescribed scenarios if possible to a limited choice of communicative strategies and tactics are not always favorable impact.

Findings and Analysis

Analyzing the experience of student participation in professional events, we tried to figure out what was the effect of these activities on the formation of interest to the profession. As the resulting effect of participation in such events the students show both positive and negative effects. Most of the meetings took place on the forums associated with sociology or related fields (I would like to make these meetings more informal; speaking at the conferences with representatives of the expert community and young scientists we discussed new research ideas; this communication made great impression: it is evidently forces me move forward and it is very exciting when you realize that you may be a member of sociological community).

The graduates who participated in the study consider the stages of their professional development. Sociologists-beginners were offered to describe their first professional experience in details and to identify the levels of career growth. Most of the young professionals needed a period of adaptation to meet the requirements of the employer. The knowledge they have acquired during training in high school was useful. The first job was the organization engaged in marketing research, human service enterprises, municipal and national authorities. Professional tasks were simple but required definite responsibilities (to collect empirical information, to prepare for interviews etc. The work seemed to be rather monotonous. Thus, evaluating the first professional experience, nearly all the students mentioned responsibility, the importance of the work, and hope for future prospects. The respondents were asked to dream about the future career of a sociologist. The students are adequately informed about possible strategies of a sociologist career development ("the management of private center for marketing research"; "writing doctoral dissertation on the problem of sociology"; "recognition of the Russian Academy of Sciences"; "membership in the Institute of sociology of the Russian Academy of Sciences"; "publications in prestigious sociological journals; success, fame"; "research activities at the highest level, participation in the world social and political organizations, worldwide recognition").

Conclusion

The study showed that early professional socialization of students helps to develop a sense of professional self-identification, it allows to form personal and professional qualities necessary for the future job, the ability to analyze social phenomena, to perceive information, evaluating it on the subject of objectivity and reliability; honesty and social responsibility. The most important is verbal professional communication with experts during educational and training practices. The attendance of special events, conferences and forums effect positively on professionalization. Cognitive speech strategy of persuasion as a method of influence on the consciousness of the personality, through logical, rational evidence of the truth, is most appropriate. The process of rational persuasive impact includes the use of information and arguments to change the intentions of the target audience. Through social comparison, people receive information that enables them to assess the fidelity of their subjective preferences. The necessary successive steps in the change setup a listener by means of rational persuasion, which includes: presentation, attention, comprehension, and acceptance. Repeated presentation of the message increases the likelihood that assure will pay attention to it, understand and learn it, i.e., the consistent implementation of the mentioned steps necessary to change the setting. Repetition also contributes to a strong and categorical installation of reactions. The effect of repetition is evident in studies of simple presentation. The final stage of persuasion includes posting changes in the installation and implementation of a new installation in behavior. The objective of these steps is the formation of clear and categorical units.

References

Abramov, R. N. (2013). Sociology of professions and occupations in Russia: a review of the current situation <http://www.dissers.ru/1/115430-1-sociologiya-professiy-zanyatyy-rossii-obzor-tekuschey-situacii-avtor-n-abramov-abramov-roman-nikolaevich-kandidat-sociologicheskikh.php>

Baghiryan, J. E. (2008). Problems of professional socialization of youth in modern conditions // Academic Gazette Institute of Adult Education of the Russian Academy of Education. №3, 102-107.

Boldyrev, N. N. (2014). Cognitive Semantics. Introduction into Cognitive Linguistics: course of lectures. Ed. 4-th. – Tambov: Izdatelskiy Dom TGU after G.R. Derzhavin, 22-35.

Bourdieu, P. (1972). Esquisse d'une théorie de la pratique, précédé de trois études d'ethnologie kabyle. Genève, Droz.

- Bourdieu, P. (1991). *Language and Symbolic Power*. Cambridge, 37-53.
- Cialdini, R. (2001). *Psychology of Influence*. – Sanct-Petersburg: “Peter”, 288.
- Doktorov, B. Z. (2007). *Biographies for History*// *Telescope: journal for sociological and marketing research*. 1,10-22.
- Homans, G. K. (1961). *Social Behavior. Its Elementary Forms*. N.Y., <http://socio.rin.ru/cgi-bin/article.pl?id=1311>
- Kukushkina, E. I. (2002). *Universities and formation of sociological education in Russia* // *Sociological studies*. 10,130-137.
- Lazar, M. G. (2010). *Ethos of science in sociology of R. Merton: the fate and status in the science* // *Sociology of Science and Technologies*. №4.
- Leech, G. (1983). *Principles of Pragmatics*. London and New York: Longman.
- Maturana, U. (1995). *Biology of Cognition // Language and Intellect*. – M.: “Progress”, 95-142.
- Merton, R. (2006). *Social Theory and Social Structure* [trans. from English. E. N. Egorova et al. Sci. Ed. Z.V. Kaganova] M. AST; Keeper, 873.
- Mironova, T. L. (1999). *Structure and development of professional consciousness* // <http://www.childpsy.ru/dissertations/id/19126.php>
- Novikov, S. S. (2006). *The history of the development of sociology in Russia* <http://www.lib.rin.ru/doc/i/15979p64.html>
- Parsons, T. (1959). *Some Problems Confronting Sociology as a Profession* // *American Sociological Review*. Vol. 24. No. 4, 547–559.
- Romanova, P., Iarskaia-Smirnova E. (2011). *Ideologies of professionalism and social state* // *Anthropology of professions or unauthorized entry is allowed* / Ed. P. Romanova, E. Yarskaya-Smirnova. - M.: "Option" Ltd. TSSPGI, 64 - 82.
- Sorokin, P. A. (2007). *People. Civilization. Society* / P.A. Sorokin. - M.: Direct Media, 1463 p. [electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=36167> (12.01.2015).
- Van Dijk, T. (2013). *Discourse and Power: Representation of Domination in Language and Communication*.– M.: Knizhnyi Dom “Libricom”, 344.
- Vygotskiy, L. S. (1999). *Thinking and Speaking*.- M.: “Labirint”, 352.
- Weber, M. (1990). *Selected works: Translated by Y.N. Davydov; Pre. P.P. Gaidenko*. - M.: Progress, 808.
- Wittgenstein, L. (1994). *Philosophical Works. Part 1/ Translation from German by M.S. Kozlova*. - M.: “Gnosis”, 612 .
- Yudin, G. (2013). *Sociology of professions and sociology as a profession* // <http://gefter.ru/archive/8295>

Information about the author

Khvesko Tamara Vladimirovna

Russia, Tyumen

Tyumen State University

Professor of the Department of Foreign Languages and Intercultural Communication, PhD

E-mail: khvesko@inbox.ru

625003 Tyumen, Semakova Street, 10.