FUTURE UNIVERSITY TEACHERS' PROFESSIONAL SOCIOLIZATION

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ABSTRACT

This article discusses the issues of professional socialization of new teachers, including their training at a pedagogical university, adaptation in the pedagogical community, and professional consolidation. The author investigates the methodological underpinnings, trends, and principles of young professionals' professional socialization.

KEYWORDS: *Socialization, Specialist, Activity Approach, Competence-Based Approach, Informational Approach, Axiological Approach, Structuredness, Professional Socialization.*

INTRODUCTION

Today, successful professional socialization of a specialist is of fundamental economic value for society, because a socialized personality constructs its professional and educational trajectory more expeditiously, without wasting your own work and public dollars on trial and error. Today, rather than being investigated and evaluated, the difficulties of young people's socialization and its individual regions are detailed in pedagogical science.

We define professional socialization of the prospective teacher as the process of professional growth of his personality during his university studies. This process entails, first, socialization, or the construction of the future teacher as a person and his absorption into society, and, second, professionalization, or the development of his future professional activity.

Outlining the prospects for employing some of the methods to study and address the problem of professional socialization, which has now been elevated to the level of a legitimate research topic.

The systems approach is now regarded as a research direction based on the treatment of things as systems. In this regard, the application of this approach enables us to identify the systemic nature of professional socialization, namely, to consider it as a pedagogical system implying a pedagogically advantageous influence on the personality of the future teacher in order to enrich his professional experience and integrate into the profession.

The activity approach is now being revealed as a methodological study strategy, incorporating a scientific examination of the phenomena from the position of the activity category. The application of this approach to the study of professional socialization necessitates, first and foremost, the validation of its activity nature, demonstrating that professional socialization is the pedagogical activity of a university teacher and the activity of the most professionally socializing student, as well as their purposeful interaction.

The competence-based approach brings personal meaning to the educational process and opposes the "knowledge-based" approach, which is understood as "the widespread practice of translating ready-made knowledge, i.e. information, information…" [1]. In the competence-based approach, living, personal knowledge is opposed to subjectless, alienated, broadcast in the form of information, information. "Personal knowledge is not only the use of what has been assimilated, read as some "value", but knowledge in the sense of its participation in one's life" [2].

Modern educational science defines the information approach as follows: it is a point of view that permits one to investigate the phenomena as a phenomenon within which information flows.

The axiological method entails studying the phenomena in terms of values linked with people's capacity to satisfy their wants, and ultimately boils down to defining, substantiating, and organizing a system of values at various levels (universal, collective, personal).

Regularities and principles, as a central component of scientific research, ensuring the scientific nature of the provisions and conclusions contained in it, reflect the features of the phenomenon under study and reveal the procedures for interacting with the object of research in the practice of modern education. In the course of studying the phenomenon of professional socialization of graduates of a pedagogical university, the following patterns and principles corresponding to them were revealed [1].

Regularity 1 - the construction and operation of a professionally oriented environment at a pedagogical university determines the establishment of professional socialization of students.

Principles:

1. The notion of charting one's own professional and social development path.

2. The professional imitation concept.

3. The principle of mastering society's professional and pedagogical culture.

4. The principle of educational consciousness building.

5. The notion of focusing on the teacher's professional achievement.

6. The network interaction idea of educational community subjects.

Regularity 2 - professional development of graduates of pedagogical universities is dependent on a young teacher's social and pedagogical support in his professional activities during his initial years of work at an educational institution.

Principles:

1. The management support principle.

2. The organizing concept of a systematic work system for a young specialist.

3. The idea of a young teacher's adaptability to the requirements of a professional setting.

4. The pedagogical mentoring principle.

5. The concept of interpersonal contacts in the teaching staff, impacting the professionalization of a young teacher.

6. The premise of a young teacher's professional development.

7. The notion of centering a young teacher's personality in professional actions on value-semantic orientations.

8. The notion of a young specialist's personal and professional self-determination.

9. The educational reflection premise.

The study of the essence, orientation, content, and managerial aspects of the process of "entry" of young people into the social environment, which acts as a very broad, meaningful, and comprehensive socio-pedagogical space for the formation of a specialist, is required for successful professional and pedagogical socialization of the future teacher. As the phenomenon analysis demonstrates, this area is susceptible to the complicated laws of the operation of any equally complex social organization. Educational space in this sense only act as a system when it has three obvious and obligatory signs of systemicity: 1) structuredness, 2) interconnectedness of structure elements, 3) unity of all elements of a single unifying educational target setting.

Due to the systemic character of the universe, the systemic nature of education and the personality of a professional teacher share a single basic nature. Regardless of our desires, the system of vocational training education must be viewed not only through a variety of pedagogical ideas, but also through the socio-philosophical notion of the essence of the social as a whole and the essence of the social in the individual himself.

In recent decades, the most diverse approaches to the idea of personality socialization have been verified in current educational science, both domestic and international, based on comprehensive data from related fields. There is a pretty broad spectrum of psychological and pedagogical research that considers and substantiates numerous forms of personality socialization - humanistic, moral, economic, labor, civic, legal, and so on.

These results suggest that experts are correctly focused on the issues linked with young people's socialization nowadays. Individual socialization concerns, on the other hand, are actualized in conjunction with the unstable condition of society, the continuous socioeconomic crises, the "conflict" of values, and the social divide (social stratification) of society. This is most severely represented in the educational process. As a result, the job of successful professional socialization of pedagogical university students in this process has not only theoretical but also extremely substantial practical relevance.

At the stage of university study, a personality's professional development is characterized by a number of specific neoplasm: the formation and development of professional self-awareness, the manifestation in the subject of training of a sense of belonging to a certain profession, the desire to improve professional competence, the formation of a special system of professional values, and so on.

As the researchers A.S. Gayazov, S.B. Bayazitov, A.F. simultaneously as an object and subject of socialization in general, and professional socialization in particular [3]. In order to master a career, a person must first adapt to a certain professional environment, integrate particular professional norms and values, and actively interact with that environment. This process is accompanied by the development of one's own value judgments and standards for the accomplished professional activity. A person internalizes the relationships that exist in a particular culture to the degree of his social involvement during the early stages of professional socialization. The first obvious outcomes of initial professional socialization are formed

professional self-consciousness, psychological readiness of the individual for activity and professional communication, availability of initial professional skills, and readiness to master a broader range of practical skills.

In the ratio of the volumes of the concepts of "socialization" and "professional socialization", the latter seems to be narrower. Nevertheless, professional socialization covers all spheres of human life, including the sphere of leisure and hobbies. Moreover, it begins to form in this area, including the activities of children in institutions of additional education.

Professional socialization of a personality is the process of acquiring a specialist's personality in specific social settings, where absorption and internalization of professional experience occurs. This process is carried out on the basis of a mechanism by which a person transforms social and professional experience into his own values and orientations, selectively and consciously introducing into his own behavioral system those norms and behavioral stereotypes that are accepted in a given professional group. In other words, the standards that are acceptable in this group determine a person's conduct, morals, and views. It is vital to separate the notions we interpret when studying the aforementioned events.

The concept of "professional socialization" does not replace and does not replace the concepts of "professionalization", "professional training" known in professional pedagogy.

When the concept of "professionalization" is used, we are talking about the process of mastering a profession by a person. This process is accompanied by the acquisition in the course of special educational and practical activities of the ability to competently fulfillment of professional functions. The level of professionalization is adequate to the level of skill and skill in a certain type of occupation. As V.D. Shadrikov notes, "... in the course of professionalization, the requirements of the individual for work change greatly, its various aspects acquire personal meaning and determine the attractiveness of the profession for the subject of activity. At the same time, the leading factor determining the requirements of the subject of activity for the profession is the professional activity itself" [3].

Thus, two sides of professional socialization are distinguished in our understanding of the process under study: the result, which is readiness for pedagogical activity, professional and pedagogical experience, including personal values, and the subject of socialization, which is the one who masters them. A more in-depth examination of this phenomenon enables us to discuss an active form of socialization, in which an emerging teacher's personality seeks to influence the professional environment in order to change it in terms of existing norms, values, forms of interaction, and mastered professional activities. It is critical to establish the dynamic, active nature of professional socialization in this interpretation.

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