

## SOCIALIZATION OF PEOPLE AND SOCIETY IS A PEDAGOGICAL PROBLEM

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### ANNATOTSIA.

V kachestve bazovykh nyatiy v obyasnenni lichnosti vystupayut takie concepts, such as "personality", "socialization", "development", "education", "formation", "factor", "social environment", "social adaptation", "pedagogical influence". sut processa sotsializatsii cheloveka v obshchestve. Polozhitelnoe reshenie issledovatel'skoy zadachi trebuetsya polnogo ponimaniya sodержaniya etikh ponyatiy.

Vo mnogix literaturax otmechaetsya, chto socialization predstavlyaet soboy non-interrupty and dynamic process, protekayushchi and techenie vesey jizni humaneka, i osobenno active v detskom i dorostkovom vozraste, kogda formimiruyutsya alle cennosti, tseli i motyvy sotsialnogo povedeniya.

Sotsialnaya sreda opredelyaetsya kak realnaya reality, v kotoroy izkhodit process razvitiya lichnosti. Na razvitie cheloveka vliyayut different external factors, and tom chisle geographical, social, school, family. The concepts of "formirovanie", "razvitie", "education", "socialization" and nekotoryx istochnikax have a common logic. Est takje mneniya, chto ponyatiya «stanovlenie» i «razvitie» yavlyayutsya vzaimodopolnyayushchimi ponyatiyami. Po ix mneniyu, vydvigaetsya idea o tom, chto process stanovleniya est razvitie i process razvitiya proishkudit na osnove stanovleniya.

Vospitanie cheloveka occurs pri organizatsii obrazovatel'nogo protsesa i opredelyaet v cheloveke opredelennye khovno-narvstvennye, volevye i lichnostnye kachestva. Obrazovanie schitaetsya obshchey i vajnoy kategoriei obshchestvennoy jizni. V to je vremya ona imeet ryad characteristic kak social development. Naprimer, peredacha opyta, nakoplennoy predkami, pokoleniam, priobretenie znaniy, sozdannykh lichnostyu, obespechenie lichnogo zdorovya i razvitiya, formirovanie mirovozzreniya i dr. Effektivnost obrazovatel'nogo protsesa opredelyaetsya chetkim opredeleniem tseli, otresultat deyatelnosti, organizatnonnykh na osnove deyatelnosti, i pokazateley, otrajennykh v ee sodержanii.

I. S. Marenko emphasizes, chto uroven vospitannosti cheloveka opredelyaetsya ego otnosheniyem k uchebe, trudu, lyudyam, okrujayushchey srede, chto proyavlyaetsya v sodержanii razlichnykh vidov deyatelnosti i kharakshetra. Po mneniyu N.I. Boldyreva, uroven obrazovannosti cheloveka formiruetsya v ustoychivykh povedencheskix navykax, povedenii uchashegosya, povedenii i ego tochke zreniya. Etot uroven opredelyaetsya opredelennym kachestvennym izmeneniyem kharakarta cheloveka. Suschestvuyut takje podkhody, podcherkivayushchie, chto tselesoobrazno opredelyat stepen kultivirovaniya v humanke tek ili inyx kachestv iskhodya iz sleduyushchix conditions:

- vydelenie individualnykh kachestv, proyavlenie ix (N.I.Monakhov, M.I.Shilova);
- napravleniya deyatelnosti, organizuemye lichnostyu (L.I. Boyovich, A.V. Zasimovskiy);
- izuchenie sushchnosti protsesa ix deyatelnosti (O.S. Bogdanov, V.P. Petrova);
- vidovaya classification (summary process, pokaseteli dzhineo ili konechnogo resultatya - O. Musurmonova).

Esli prinyat vo vnimanie, chto term "razvitie" yavlyaetsya chisto biologicheskim, term "education" is prinimaetsya kak pedagogicheskaya category, and term "formirovanie" is kak category philosophskaya, to samo soboy rusumeetsya, chto process of formation of man, ego razvitie (tochnee, vzrashchivanie v cheloveke opredelennykh kachestv, prakticheskix umeniy i navykov) est sotsialnoe yavlenie. Ved term "formation" yavlyaetsya osnovnym ponyatiem, oznachayushchim mirovozzrenie and ego composition. Nam horosho izvestno, chto formirovanie mirovozzreniya cheloveka proishkudit na osnove nalichiya i tselostnosti lichnostnykh, volevykh i dukhovno-eticheskikh kachestv.

V teorii i praktike pedagogiki ponyatie «obrazovanie» v osnove ispolzuetsya dlya raskrytiya sushchnosti obrazovatel'nogo protsesa i mestami, obshchestvennykh otnosheniy. For example, "stanovlenie cheloveka - slojnoe yavlenie, otrajayushchee svoeobrazie ego povedeniya i postupkov, opredelyayushchih obraz cheloveka v obshchestvennykh otnosheniyakh s lyudmi, soboy, svoim budushchim i drugi" (P. M. Jacobson).

Socialization yavlyaetsya vysshey stadiy formirovaniya lichnosti. Po opredeleniyu J. Piaget, socialization - this is the process of adaptation to the social environment, which is determined by the individual's ability to reach the specified level of development and the ability to work with other individuals. Osoboe znachenie pri izuchenii sushchnosti processa sotsializatsii cheloveka imeet concept M. I. Rojkova po etomu voprosu, vyrajayushchaya sleduyushchee sodержanie: social practice plays a vital role, vol. e. prakticheskaya vklyuchennost lichnosti v razlichnye sfery obshchestvennykh otnosheniy. rol v poiske social content.

Iskhodya iz vysheizlozhenogo, sleduet otmetit, chto eto process pedagogicheskoy deyatel'nosti, trebuyushchiy dlitel'nogo, sistemnogo i posledovatel'nogo podkhoda ot studentov vysshix uchebnykh zavedeniy. Etot process rassmatrivaetsya kak vaj'naya sostavlyayushchaya obshchego processa realizatsii sotsialnoy tseli vospitaniya vsestoronne razvitoj lichnosti, kvalifitsirovannogo spetsialista.

Sotsial'naya sreda i ee sodержanie imeyut osoboe znachenie dlya sotsializatsii cheloveka v obshchestve. Ved sotsialnye vliyaniya imeyut vedushchuyu role v ix sotsializatsii, tak kak vliyayut na obshchee formirovanie cheloveka. Poetomu nedarom sredi vyshcheperechislennykh faktorov opredlyatsya need in zdorovoy okrujayushchey srede. Sledovatel'no, a person participates in the realization of these tasks in the collective, in the micro- and in the macro-environment, and in relation to important aspects; vo-vtorykh, emu budet predostavlena shirokaya vozmozhnost glubokogo poznaniya dukhovnykh cennostey, manifestation of tvorcheskoy activity and initiative, dukhovnogo razvitiya; v-tretiy, na osnove protsesa sotsializatsii on getotitsya k samostoyatel'noy jizni, sovershenstvuet svoj opyt i dukhovnuyu activity»

Obshchepriznannogo podkhoda k opisaniyu ponyatiya obrazovaniya v zarubezhnoy pedagogicheskoy literature net. Bolshinstvo evropeyskikh i amerikanskikh pedagogov sanglasis s osnovnoy idey opredeleniya, dannogo E. Durkheim in the middle of the 20th century (dlya nekotorykh eto vse je spetsificheskoe programmnoe deystvie): "Vospitanie est vliyanie oldershix pokoleniy na mladshix pokoleniyakh". French sociologist E. Durkheim podcherkival, chto kajdoe obshchestvo staraetsya razvivat cheloveka v sootvetstvii s sushchestvuyushchimi v nem narvstvennymi, intelektualnymi i fizicheskimi idealami. "Obshchestvo mojet vyjit tolko v tom sluchae, esli mejdu vzglyadami ego chlenov sushchestvuet sushchestvennaya harmoniya," he wrote.

Idea E. Durkheim's functional basic theory of social interaction, developed by American sociologist T. Parsonsom. V etoy teorii opisyyvaetsya process vhojdeniya cheloveka v sotsialnuyu system.

Poe T. Parsons, universal zadachey sotsializatsii yavlyayetsya formirovanie chuvstva loyaltynosti k sisteme u novykh chlenov, vstupayushchih v shchestvo. Takim obrazom, v etom protsesse chelovek formiruetsya kak chlen obshchestva, k kotoromu on prinadlejit.

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