

THE ROLE OF HIGHER SCHOOL IN PERSONAL BECOMING

Ponikarovska S. V.

Kharkiv National Automobile and Highway University

Abstract. *The article looks into the main principles of students' social adjustment during their studies at the university and analyzes how this process influences enhancement of their creative activity and shapes their personality. The article emphasizes the necessity for the educational process to accomplish the comprehensive development of the future specialist's personality.*

Key words: *assimilation, social adjustment, individual, communication, interaction.*

Introduction

When a person is mastering a certain system of knowledge that allows them to function as a full-fledged member of society, it means that this person is learning to interact, to commune, i.e. adjusts to the society. This process includes both purposeful influence on the individual and spontaneous processes that affect his formation. Social adjustment or engagement of students is a paramount pedagogical problem, because it determines the prospects for the development of the whole tertiary education.

Today the society demands stability and development, so bringing up an active personality possessing social mobility, professional competence, ability to adapt to difficult situations, who is independent in decision making and is responsible for whatever they do is totally essential.

Social adjustment is a necessary condition for successful human functioning in any social system. The period of obtaining education, higher education in particular, plays not the least role in personal becoming.

Analysis of publications

Domestic scientists O. Dmytriiev, O. Moroz, H. Kostiuk, N. Pasko and others consider student community as a specific social-professional group occupying their own space in the structure of the state, social awareness and socio-psychological and political features. Foreign researchers K. Feldman, P. Kaufman, T. Parsons, E. Pascarella, J. Smart, P. Terenzini, J. Weidman and others focus on how the student's identity is formed in the college or university, how the college affects the person's development.

They emphasize that students' out of classroom contacts are associated with gains in academic and cognitive development, with personal and intellectual growth.

Purpose and objective

The history shows an inevitable stalemate as a result of command-administrative system formerly flourishing in education, therefore the requirements of today necessitate the transformation of higher education as one of the most important institutions and period of social adjustment of the individual. This transformation is already in progress, its importance is undoubtful, so this work only deals with several aspects of this process, in particular, at the English classes.

The role of higher school in social adjustment of students

O. Brim gave a classic definition of socialization as "... the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society" [2, 3]. J. Weidman stresses the importance of understanding both the individual and the groups or memberships that influence the individual [9]. Human development depends on the conditions of its interaction with the world around it. People not only witness but also participate in the history of the world. Shaping of personality proceeds differently depending on the changes taking place in the world around him, in the material and social reality.

Successful socialization involves effective adaptation in society, as well as the ability of the individual to some extent to resist the social conflicts that hinder its self-development, self-realization and self-affirmation. The criteria for successful socialization are the following personal manifestations: health, academic success, resilience various positive individual interests, optimistic self-esteem, practical readiness for work, social activity, high level of moral qualities, culture of behavior, humane attitude to people, lack of bad habits, etc.

Among scientists, the fundamental question is at what age the assimilation of social experi-

ence takes place, the assimilation being a significant part of social adjustment. In recent years, it has become increasingly common to say that this occurs at a more or less mature age, because social adjustment involves the acquisition of social experience in the course of work. There are different points of view regarding the period of study in higher school, but its specifics is quite significant compared to secondary school as students are one of the most important groups in society, and the problems of social adjustment of this group are now extremely relevant.

Social adjustment is a process of development and formation of personality, which includes two interrelated components: the assimilation of the requirements of society, the assignment of norms, rules of conduct, resulting in adaptation; and personal interpretation of the experience. The ability to think outside the box, to show a creative approach, is very important both in everyday life and in professional activities. People who are prone to creativity have a greater ability to work, because the creation of something new is determined by the constant involvement in the process of achieving the goal. Ability to work, interest, energy, desire to add something new to the activity – these are qualities that are inherent to the modern specialist in any area.

It is quite natural that the creative character of students' activity is manifested in different ways in educational activities. Students with a good heredity are in a favorable position: strong and stable nervous system, good memory, ability to intellectual activity. Such students are usually initially successful and adapted to society. But there are also those whose thinking is not so fast; memory is not so developed and school knowledge is at the average level. For them education is more difficult, even if they are very diligent. Personal traits are also important. Those who are persistent, purposeful, self-confident, prone to independent work, have self-control skills are in the beneficial position. But there are others, that lack most of these qualities. Performing tasks, they rely on instructions, hints from both the teacher and stronger students. They make up a significant part of the contingent of higher schools, and the importance of developing creative activity among those students is obvious, because they are often insecure about their abilities and have a limited range of interests. Adaptation difficulties are mostly motivational, rational problems with behavioral manifestations, in particular with emotional dependence of the student on the teacher's assess-

ment. One of the reasons such problems are infantile as a personality trait that causes specific learning motivation. Such students have a desire to meet the external standards mastered in childhood. In student environment their personal status in groups tends to be much lower than of the students who spend less time studying, but have well-developed communication skills. No less tangible is that the freshman focuses on the communication experience in the school where the relationship is quite close and emotionally significant. And getting into a new one socialization system, he continues to reproduce the usual stereotype behavior, excessively focused on the group, guided by its opinion in deeds.

The tasks for the development of creative activity can stimulate their imagination and fantasy. They are to be stimulated to make up something new, unusual, interesting, perhaps funny. By reworking the material, such students go beyond the information they have, expanding their own worldview and adding to their own liveliness and vitality.

Combining different forms of work also has several advantages. Performing tasks individually, the student chooses one or another way to solve the problem, based on personal feelings; when working in pairs he takes into account the opinion of the partner, while there is mutual enrichment of ideas; during the frontal work the student gets acquainted with a wide range of other people's opinions, and group work in general gives the lesson a shade of competition, which is an additional incentive to achieve results. Finally, the highest level of creative activity is associated with a change in the role of the teacher in the learning process: the teacher becomes a consultant, providing assistance only when necessary, and students themselves choose ways to solve a problem. Thus, when performing tasks that gradually become more difficult, students discover non-standard ways of solving the problem, which allows them to socialize most successfully.

Similar to the function of student-university interaction as a mechanism for social adjustment, fellow students are the important environmental influence on student's development. They act as an academic and personal support network that positively influences student's development [2]. Cooperative learning with fellow students is positively associated with self-reported gains in the university, such as general education, intellectual development and personal or/and interpersonal development. E. Whitt and others concluded that peer involvement in and

out of the classroom resulted in increased cognitive development [8]. When asked to describe what had the greatest impact on their learning and personal growth, college seniors often answered that it was interaction with other students. E. Pascarella and P. Terenzini insisted that participation in diverse experiences positively affected cognitive abilities of students [5, 18].

Every individual is a social being. From the very birthdate they are involved in social interactions. The process of social adjustment is inextricably linked with communication and joint activities of people. Of course, the lessons serve to acquire important knowledge, some of them (especially in the humanities and social sciences) have a direct social significance. But the student acquires not only the social knowledge that is the purpose of the lesson and the teacher, not only the social rules and norms of behavior that the teacher declares, but also the social experience that accompanies the lesson and is circumstantial. This is the experience that the student actually experiences or observes when the teacher interacts with students, students interact among themselves, teachers speak to each other and so on. This experience can be both positive and negative. It can either coincide with the declared norms or contradict them. Assimilation of social experience is always subjective. The social experiences of different people from objectively identical situations can be very different. Assimilation of social experience, which lies in the heart of social adjustment, becomes a source of shaping the features of the individual [4].

Challenges of socializing in the times of pandemic

The new pandemic reality has raised the issues which have already been discussed for some time but have never been so topical. Will this period be a degrade in the value of in-person learning in favor of the distance learning? Or, on the contrary, the epidemic will reveal the value of the face-to-face learning? Will it show what is lost if the education switches to online learning completely? Or will it show that face-to-face learning is overrated? If everything that is accomplished in the classroom can be accomplished online, why bother paying high tuition fee, transport fare, pay for the dormitories and go to university? And the big question is "How will it affect social adjustment?"

The answer is given by the students themselves. Whatever great learning online sounds, they lack socializing. Even if the quality of edu-

cation is comparable (which is not, in Ukraine, at least), it is face-to-face communication that they still need, from the live explanation from the teachers to hanging out with their fellow students and friends. They are in favor of mixed education but they do not support the totally online study. Education is a primary vehicle of socialization. Good students spend half a year in the classrooms, nearly 6-7 hours a day. They learn socially-desirable behaviors such as team work, following time-tables, respectful interacting, participating in social activities [7]. Online, they can communicate with people of their age in many social groups, but what about sports and extra-curriculum activities? Making presentation online is still not like making presentation in public with all these body language and absence of notes in the hands.

There is also one more point. When young people become students, it usually means a new degree of independence for them, grown-up decisions and responsibilities. They must learn to manage their finances and time, control their lives. And not only academic pursuits are involved [6]. Every day can become a challenge unless... they have to stay locked under one roof with their parents. Again. We have noticed that after the complete pandemic lockdown some students began to value more the social experience which the face-to-face interaction can offer.

And yet, these hard times have made urgent teachers' searching for the new ways to keep the interaction between themselves and students going, to support the connection, the constant link, so that if next lockdown happened, the teachers and students would be prepared for it and social life would not stop. It would just change the venue from the classroom to the ether.

Students in an online program engage with knowledge through a virtual environment which consists of academic peers and faculty members. Such knowledge is reinforced through professional practice. In terms of student socialization, the learning model set within the confines of the traditional classroom, where the instructor serves as the primary source of knowledge and students meet for a finite period of time over the semester, is altered by the technological medium. Students enrolled in online programs typically have little physical connection with the institutional community through formal classroom learning, informal social engagement, or co-curricular activities. This lack of physical connection between students and faculty mem-

bers does not diminish the importance of active, collaborative learning for online curricula.

A key to the learning processes [in online education] are interactions among students themselves, interactions between students and faculty, and the collaboration in learning that results from their interaction. Successful online pedagogy recognizes the importance of supportive relationships for learners and also provides students with a sense of ownership in terms of the learning process. Ideally, the lack of physical connection between and among learners in an online community is supplanted by a technological environment that encourages collaborative thinking and discussion. For example, such resources as course blogs, live online lectures, and student-moderated discussions offer a variety of pedagogical tools to facilitate engagement. As with adult learning experiences, online education is more successful when curricula can be tailored to the students' individual needs, interests, and goals. Online learning questions the definitions of space, time, and context that are crucial to socialization. Yet there is no doubt that the physical environment has a surprisingly powerful influence on teaching and learning. However, in its most basic sense, the online learning environment is just another space [1].

Conclusion

Summarizing what has been said above, we can draw the following conclusions. Social adjustment is a necessary condition for successful human functioning in any social environment. The period of education plays a very important role in the process of social adjustment. Studying at a university is a transitional moment between young years and the adult life. The process of social adjustment can be either natural and easy or difficult and problematic. The university takes on a lot of responsibility in such a complex and important process because the society needs people who realize their talent and not only do their job well, but also contribute to the overall development and well-being of the country. The challenge of studying in the time of pandemic promotes finding the ways to keep classes and socializing going. Whatever the challenges, our country always needs educated, socially adapted and effective members of the society.

References

- Alexander, S., & Boud, D. Learners still learn from experience when online. In J. Stephenson (Ed.), *Teaching and learning online: Pedagogies for new technologies*. 2001. pp. 3–15.
- Antonio A. L. The influence of friendship groups on intellectual self-confidence and educational aspirations in college. *Journal of Higher Education*. 2004. Vol. 75. P. 446–471.
- Brim O.G., Jr. Socialization Through the Life Cycle. In O.G. Brim, Jr. and S. Wheeler (eds.), *Socialization After Childhood. Two Essays*. New York. Wiley. 1996.
- Kaufman P., Feldman K. Forming identities in college: A sociological approach. *Research in Higher Education*. 2004. Vol. 45. P. 463–496.
- Pascarella E. T., Terenzini P. T. How college affects students. A third decade of research. 2005. Vol. 2. P. 18.
- Richardson J., Newby T. The role of students' cognitive engagement in online learning. *American Journal of Distance Education*. Vol. 20 (1). P. 23–37.
- Summers J., Waigandt A., Whittaker T. A comparison of student achievement and satisfaction in an online versus a traditional face to face statistics class. *Innovative Higher Education*. 2005. Vol. 29 (3). P. 233–250.
- Whitt E. J. and others. Interactions with peers and objective and self-reported cognitive outcomes across three years of college. *Journal of College Student Development*. 1999. Vol. 40(1). P. 61–78.
- Wiedman J. C., Stein E. L. Socialization of graduate students to academic norms. *Research in Higher Education*. 2003. Vol. 44. P. 641–656.

Понікаровська Світлана Володимирівна, ст.викладач кафедри іноземних мов, Харківський національний автомобільно-дорожній університет, вул. Ярослава Мудрого, 25, Харків, 61002, Україна, +380677825250, ponikarovska@gmail.com

Роль вищої школи у становленні особистості

Анотація. *Проблема.* Соціальна адаптація є необхідною умовою успішного функціонування людини в будь-якому соціальному середовищі. Період освіти відіграє дуже важливу роль у процесі соціальної адаптації. Навчання в університеті є перехідним моментом між молодим та дорослим життям. Процес соціальної адаптації може бути природним і простим, а може бути складним і проблематичним. Університет бере на себе велику відповідальність у такому складному та важливому процесі, бо суспільство потребує людей, які реалізують свій талант і не тільки добре виконують свою роботу, а й сприяють загальному розвитку та добробуту країни. Виклик навчання в часи пандемії сприяє пошуку шляхів збереження занять та соціалізації, оскільки наше суспільство потребує освічених, соціально пристосованих та ефективних членів суспільства. **Мета.** Метою даної роботи є вивчити основні принципи соціальної адаптації студентів під час навчання в університеті та проаналізувати, як цей процес впливає на активізацію їх творчої діяльності та формує їх особистість. У статті наголошується на необхідності такого

освітнього процесу, який сприяє всебічному розвитку особистості майбутнього спеціаліста. **Методологія.** Ціль та специфіка дослідження визначила використання методу описання з елементами порівняльного аналізу для всебічного освітлення проблеми. **Results.** Соціальна адаптація студентів є першорядною педагогічною проблемою, оскільки вона визначає перспективи розвитку всієї вищої освіти. Сьогодні суспільство вимагає стабільності та розвитку, тому виховання активної особистості, що є соціально мобільною, професійно компетентною, здатна адаптуватися до складних ситуацій, яка є незалежною у прийнятті рішень і відповідає за все, що робить, є дуже важливою. Соціальна адаптація є необхідною умовою успішного функціонування людини в будь-якій соціальній системі. **Оригінальність.** У статті зокрема показано, як сучасна ситуація з пандемією впливає на соціалізацію, та аналізуються наслідки ситуації для студентів. **Практична цінність.** В статті приводяться деякі рекомендації для полегшення соціальної адаптації студентів, наводяться приклади впливу поведінки викладача на цей процес, а також можливі варіанти завдань та організаційні моменти, ціллю яких є полегшення соціальної адаптації та асиміляції студентів у період отримання вищої освіти. Вони можуть бути використані викладачами іноземних мов на заняттях та у позааудиторній роботі.

Ключові слова: асиміляція, соціальна адаптація, особистість, комунікація, взаємодія.

Поникаровская Светлана Владимировна, ст.преподаватель кафедры иностранных языков, Харьковский национальный автомобильно-дорожный университет, ул. Я. Мудрого, 25, Харьков, 61002, Украина, +380677825250, ponikarovska@gmail.com

Роль высшего образования в становлении личности человека

Аннотация. В статье рассмотрены основные принципы социальной адаптации студентов во время учебы в вузе и проведен анализ влияния этого процесса на усиление креативной деятельности и формирование личности. В статье подчеркивается, что учебный процесс должен выполнять функцию разностороннего развития будущего специалиста.

Ключевые слова: ассимиляция, социальная адаптация, личность, коммуникация, взаимодействие.

Svitlana Ponikarovska, Asst. Prof., Department of Foreign Languages, Kharkiv National Automobile and Highway University, 25, Yaroslav Mudry Str., Kharkiv, 61002, Ukraine, +380677825250, ponikarovska@gmail.com