

Subject-Oriented Learning as Means of Socialization of Secondary School Students (The Case of Students of Humanities)

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Abstract

The relevance of the research is determined by processes of targeted socialization of schoolchildren. To promote the process of targeted socialization of students is the order of the society and the state. The aim of the article is to identify and experimentally substantiate pedagogical conditions of effective socialization of students of Humanities in the secondary school. The main methods of this research are the study and analysis of the sociological, psychological and pedagogical literature, policy and regulatory documents, teacher modeling and pedagogical experiment. The results presented in the article show the necessity of organized targeted measures contributing to the change in students' attitude to learning, their active participation in the educational process and the development of social interaction skills. The materials of the article may be useful for teachers of the secondary and high school as a practical framework for the implementation of socialization of senior students of Humanities.

Keywords: socialization, humanities classes, pedagogical conditions, performance measures

1. Introduction

1.1 Background

Subject-oriented learning in the secondary school is the timely direction of humanitarian training as a part of modernization of regional educational system of the constituent units of the Russian Federation.

Despite the relatively stable interest in the problem of socialization of the schoolchildren, the work is relevant due to several important factors:

- the necessity of determining the peculiarities of Humanities students socialization in the secondary school;
- the objective necessity of improving the socialization of students in the secondary school;
- the insufficient development of scientifically based educational environment;
- the existing educational potential of the subjects.

There is an imbalance between the needs of young people to be successful in the society and the real possibilities to achieve this goal. In this connection the problem of targeted socialization of schoolchildren becomes very important. To promote the process of targeted socialization of students is the order of the society and the state to the school.

Historical and cultural traditions of the Russian society do not give alternative, besides the new concept of humans and their role in modern society. Therefore, the study of the content of historical and social subjects shows that it has a huge potential for targeted humanitarian socialization of students of Humanities.

1.2 Status of a Problem

The socialization of personality is one of the few problems which is on the junction of several social sciences and is the subject of their study. General theoretical problems of socialization of personality are adequately presented in the Western sociology. A significant contribution to the development of its theory was made by M. Weber (1994), E. Durkheim (1995), T. Parsons (2000), N. Smelser (1994), R. Merton (1992). Their works contributed to approval of the attitude to socialization as a process in which the most common, stable personality traits are formed.

In the Russian sociology the problems of socialization of personality were actively studied by the domestic sociologists such as G. M. Andreeva (1994), I. S. Kon (1967), V. A. Yadov (1994).

Since 1960s the Russian sociology pays more attention to vocational guidance, life plans and values of the youth. The motivational framework and life of the young generation were studied by I. V. Bestuzheva-Lada (2000), N. M. Blinova (1982), V. T. Lisovskiy (2000), V. N. Shubina (2007).

In the works of A.V. Mudrik the socialization process is considered from the social and pedagogical positions, socialization is defined as the interaction between the social adaptation and moral personal identity (Mudrik, 1997). According to G. M. Andreeva's research, the most favorable conditions for formation of personal identity are in the teenage years (Andreeva, 1994).

This determines the leading functions of the pedagogically orientated process of humanization and socialization. Researchers emphasize the analysis of various aspects of humanization, ways and forms of realization of humanistic ideas in educational practice (Khanbikov, 1967; Khuziakmetov, 1997; Levina, et al, 2015; Khayrutdinov, 2014; Gafiyatullina, et al, 2015; Kovaleva, et al, 2015).

However, the study of the socialization process of schoolchildren of Humanities in the secondary school has never been the object of special studies, and also the peculiarities of creating the pedagogical conditions for socialization of Humanities students were insufficiently developed.

1.3 The Research Hypothesis

The socialization process of Humanities students of the secondary school who study the subjects of historical and social sciences and elective courses will be effective if:

- the content of subject-oriented historical and social sciences subjects and elective courses is used for goal-oriented socialization of students;
- there is motivational involvement of students in the learning activity and if the forms and methods of teaching are realized according to their professional orientation;
- the model of socialization of students is developed and implemented in the learning process. This model should contain diagnostic- analytical, motivational-specific, content-procedural and criterion-productive parts. It is also important to develop and implement diagnostic criteria and levels of successful humanitarian socialization of Humanities students in the secondary school.

2. Materials and Methods

2.1 The Objectives of the Research

The research had the following objectives:

1. To define the peculiarities of socialization of Humanities students who study history and social studies, to clarify and define the concept "humanitarian socialization".
2. To define and substantiate the pedagogical conditions of socialization of Humanities students in the secondary school.
3. To establish diagnostic criteria and levels of successful socialization of Humanities students in the secondary school.

2.2 Theoretical and Empirical Methods

To test the hypothesis we used the following methods:

- theoretical: study and analysis of the sociological, psychological and pedagogical literature, policy and regulatory documents; pedagogical modeling;
- empirical: surveys, questionnaires, observation, interviews, rating assessment, individual and group discussions, the study of teaching experience;
- pedagogical experiment;
- method of statistical processing of experimental work. General scientific theoretical methods of analysis, synthesis, analogy, and special empirical methods: methods of statistics and classification, historical and comparative method.

2.3 The Basis of the Research

The experiment was conducted in schools number 24, 78, 52, 139, 40, 68 and 18 in Kazan and in the secondary school № 6 in Leninogorsk. In total 590 students and 60 teachers of history and social science participated in the

experiment. The experiment was conducted in co-operation with the directors, deputy directors for academic affairs and teachers of humanities. The experiment was also conducted in collaboration with the Sh. Marjani Institute of History of Tatarstan Academy of Sciences on the problems of development of standards for subject-oriented education on the regional level, the creation of methodology for electronic textbooks on the history of the Tatar people and Tatarstan; on the preparation and holding of international conferences, seminars and master classes.

2.4 The Stages of the Research

The research was conducted in three stages:

The first stage (in 2009 – 2010) was search-theoretical. At this stage we analyzed scientific and methodological literature, formed the terminological base, defined the object, the subject, objectives, hypothesis, research methodology. We developed programs and methods of experimental work, performed a recital experiment and made a program of the forming experiment.

The second stage (in 2011 – 2012) was experimental. At the second stage we conducted a formative experiment: we carried out modeling and implementation of pedagogical conditions, content, forms and methods providing targeted socialization of Humanities students during the process of learning history and social science. We also developed and experimentally tested a model of successful socialization of students of Humanities in the secondary school.

The third stage (in 2013 – 2014) was generalizing. During this stage, we analyzed and summarized the results, refined and correlated the main theoretical and experimental findings with the hypothesis, introduced research results into practice.

2.5 Evaluation Criteria

Evaluation of the effectiveness of the socialization process of Humanities students in the secondary school is carried out under the following pedagogical conditions:

- formation of subject-oriented motivation;
- the use of content of the subjects of historical and social sciences and elective courses;
- methodological support of educational process.

2.6 Proceedings and Description of the Experiment

Considering the various criteria for the diagnosis of successful socialization of Humanities students in the secondary school, we identified the main criteria and levels.

The most reliable criteria were:

- cognitive (to be able to orient themselves to the socio-political situation, to think rationally, to have a pragmatic attitude to life, to be able to develop intellectually and professionally);
- evaluative (to have their ideological position, ideals and humanistic values, to respect the law and to have social responsibility, civil courage, inner freedom and dignity, to have the national consciousness of the Russian citizen, civil qualities, patriotism and the desire to preserve the unity of Russia and to make it a great power which takes the leading position in the international community);
- behavioral (to form the need to improve their social status and independent decision-making, commitment and initiative, to have to some extent individualistic mindset, orientation toward themselves, their interests and needs, to be aimed at achieving success in life, to be socially active in all spheres of life, to have a desire to search something new, to be able to find creative solutions to the problems, to be competitive in the socio-economic activities, to be able to assess themselves objectively).

3. Results

3.1 Implementation of Pedagogical Conditions for Task-Oriented Socialization of Students of Humanities

Socialization of children depends on many factors influencing them. Most notable among them are pedagogical influences which are targeted and involve creating a set of conditions to ensure the success of socialization.

One of these conditions is a subject-oriented education which helps to solve a number of problems in the education system: to create an individual training program for each student of Humanities providing self-realization; to optimize the teaching load; to ensure the continuity of secondary and higher education; to organize the subject-oriented learning in the high schools focused on the individualization of learning and socialization of students.

Relying on tendencies revealed in the research we developed the model of humanitarian socialization of senior students in the framework of subject-oriented programs of historical and social science subjects.

The model is open and can be influenced by both external and internal changes. For example, the content of its separate units and components is influenced by the changing level of the development of science, technology and economic development.

This model includes the following components: the aim and objectives, pedagogical conditions and methods, the structure, consisting of four units: diagnostic-analytical (the study of the socio-demographic characteristics of students, the initial diagnosis of the motives of choosing profession, opportunities and conditions of study, the collection of primary data for personality development monitoring, identifying interests and aptitudes of students, the assessment of socialization risks, the assessment of the level of students' educational aspirations), motivational-specific (the aims of humanitarian socialization of students, the formation of positive motivation in life as a part of socialization; integrated content, the choice of methods and forms), content-procedural (knowledge and skills forming the qualities for successful socialization of students on the basis of historical and social science subjects and elective courses "Ethnogenesis of the Tatar people", "Fundamentals of library and bibliographic literacy", "Most influential persons in history of the region", "Family economy", "The Constitution of the Russian Federation", "The Constitution of the Republic of Tatarstan", "Social studies" and others), criterion-productive (the presence of indicators of humanitarian socialization of senior students, their readiness for professional self-determination in humanities). The proposed model provides a motivational involvement of students in learning and cognitive activity and the realization of forms and methods of teaching according to their professional orientation.

In the process of diagnosis of humanitarian socialization of students three levels were determined: low, intermediate and high.

The low level is as follows: a rough idea of humanitarian knowledge and abilities of personality, a passive lifestyle, extremely negative attitude to everything around them. This level is characterized by immature citizenship; many political, economic and universal terms are not clear to students or they are not familiar with them, perhaps, the students find them uninteresting.

The intermediate level implies some difficulties in defining the concepts of humanization and humanitarization, the qualities of socialized personality. There is not enough motivation for achieving goals and success. This level is characterized by awareness of the problem, the solution of the problems with the help of other people.

The high level implies the awareness of the problem; the students make and substantiate the hypothesis by themselves and test the hypothesis together with the teacher. There is a high motivation for achieving goals and success. There is a desire to overcome the habitual patterns, tolerance to other points of view and a high level of curiosity.

The following diagnostic methods were used in the experimental work: methods of the value orientation study, methods aimed at identifying behavioral characteristics, questionnaire used to study the cognitive qualities of students of Humanities. The results of all applied methods were statistically analyzed.

3.2 The Process and the Results of the Experiment

In total 590 students and 60 teachers of history and social science from 8 schools participated in the experiment. In September 2013 we conducted a study to identify the level of humanitarian competence of 10th grade students of the control and experimental classes.

Analysis of the data showed that the level of humanitarian competence of students of control and experimental classes before the experiment was quite low. The most important feature is the low level of value qualities. The students have a rough idea of humanitarian knowledge and abilities of personality; the low level is determined by a passive lifestyle and nihilism.

During the experiment we made the control diagnosis which used the same diagnostic tools as at the ascertaining stage of the experiment. It was conducted at the end of the academic year (at the end of grade 10), in May 2014.

The students did the tasks to identify the cognitive skills and completed the questionnaire on the mutual evaluation and self-evaluation of the level of humanitarian socialization to reveal the behavioral and value criteria.

At the control stage of experimental work the results have undergone significant changes. The students of experimental classes showed the decreased data of low and medium levels, while there was a significant increase in the high level data. The control classes showed insignificant changes. The changes in the experimental classes

were the result of targeted socialization.

The statistical analysis of the results of experimental work using the method of comparing two mean values showed that the observed differences are statistically significant.

The cognitive criterion of the high level in the control classes had 3.45% of the students before the experiment and 10.3% – after the experiment. The same criterion in the experimental classes was 6.6% before the experiment and 63.4% after. Indicators of cognitive criterion in the experimental classes are higher, as targeted Humanities teaching was performed in the experimental classes and elective courses were introduced.

The cognitive criterion of the intermediate level in the control classes had 65.52% of the students before the experiment and 69% after. The same criterion of the intermediate level in the experimental classes showed 68.2% of the children before the experiment and 33.3% after. There were less students of the intermediate level: having improved their cognitive qualities, many students of both the control and experimental classes improved their cognitive qualities during the learning process. It should be noted that the students of the experimental classes improved their performance and almost half of them moved to a high level of the cognitive criterion.

The cognitive criterion of the low level in the control classes had 31.03% of the students before the experiment and 20.7% after. The cognitive criterion of the low level in the experimental classes showed 25.2% of the students before the experiment and 3.3% after. The task-oriented work in the subject-oriented classes contributed to insignificant number of students at the low level of the cognitive criterion. The students improved their performance and moved to the intermediate level.

The dynamics of the high level evaluative criteria is the following: in the control classes before the experiment – 6.8%, at the end of the experiment – 10.3%. The intermediate level: the evaluative criteria at the beginning of the experiment in the control classes – 44.8%, at the end of the experiment – 58.7%. The low level: the evaluative criterion in the control classes before the experiment showed 48.4% of the students and 31% after.

In the experimental classes the evaluative criteria of the high level corresponded to 5.5% of the students before the experiment and 53.4% after. The intermediate level evaluative criterion showed 66.6% of the students before the experiment and 46.6% after. The low level evaluative criteria corresponded to 27.9% before the experiment and 0% after. The results are due to the fact that the students in the experimental classes chose Humanities according to their inclination to acquire the humanity values which can be their natural ability or can be acquired in the course of family and school education.

Indicators of behavioral criteria in the control classes changed slightly during the experiment. Thus, the high level before the experiment had 41.4% of the students, after – 51.7%. The intermediate level of behavioral criteria before the experiment had 48.2% of the students, after – 44.8%. The low level of behavioral criteria before the experiment showed 10.4% of the students, after – 3.5%.

In experimental classes the behavioral criteria were the following: the high level – 47.2% before the experiment and 73.3% at the end of the experiment. The intermediate level – 49.3% before the experiment and 26.7% at the end of the experiment. The medium level criterion decreased due to transition of the students to the high level. The low level at the beginning of the experiment – 3.5%, at the end of the experiment – 0%.

The comparative analysis of the results showed the increase in the quantitative values of the criteria after targeted socialization of Humanities students in the experimental classes in comparison with the control classes.

The cognitive criterion. In the course of the experiment the number of students in the control classes with the high level has increased by 6.85%, with the medium level – by 3.48% and the number of students with the low level of the cognitive criterion decreased by 10.33%.

The evaluative criterion. In the course of the experiment the number of students in the control classes with the high level increased by 3.5%, with the medium level – by 13.9%, the number of students with the low level of the evaluative criterion decreased by 17.4%.

The behavioral criterion. In the course of the experiment the number of students in the control classes with the high level increased by 10.3%, while the number of students with the medium and low level decreased by 3.4 and 6.9% respectively. There was a significant predominance of the high level humanitarian socialization of students in the experimental classes. Such criteria as cognitive, behavioral and evaluative were higher at the end of the experiment in the experimental classes than in the control classes.

Thus, there is a predominance of the high level above the medium in growth and a decrease in the low level for the cognitive criterion. There is a slight predominance of the high level above the medium for the evaluation criterion. And there is a small growth of the high level and decrease of the medium and the low levels for

behavioral criterion.

The cognitive criterion. During the experiment the number of students in the experimental classes with the high level increased by 56.8%, with medium level decreased by 34.9% and with the low level decreased by 21.9%.

The evaluation criterion. During the experiment the number of students in the experimental classes with the high level increased by 47.9%, while with the medium and low level decreased by 20.0% and 27.9% respectively.

The behavioral criterion. During the experiment the number of students in the experimental classes with the high level increased by 26.1%, while with the medium and low level decreased by 22.6 and 3.5% respectively.

The revealed pedagogical conditions provide the effectiveness of targeted socialization of Humanities students in the secondary school who study the historical and social science subjects and elective courses in the socializing environment. The analysis of empirical data showed the need to organize task-oriented influences contributing to the change in students' attitude to learning, active participation in the educational process and the development of social interaction skills.

4. Discussions

The dialectical concept of the social identity formation in philosophy studied the socialization as the integral and universal process in the unity of phylogenesis (the formation of the generic properties of the person) and ontogenesis (the formation of a specific type of personality).

The works of the leading Russian scientists (Ananiev, 1996; Andreeva, 1994; Vygotskiy, 1960; Kon, 1967; Lerner, 2002) and the systemogenetic theory of the formation and development of personality suggested by Talanchuk (1998) serve as the general methodological framework used in the interdisciplinary study of the socialization process. In his concept N. M. Talanchuk defines socialization of the personality as a synergic process and its social formation due to the interaction of the following principles: targeted social education, self-identity of the personality and influences of the educational infrastructure of the society and its communities (Talanchuk, 1998).

N. M. Talanchuk defines the process of social development as the formation of specific behavior and activity of personality reflected in the peculiarities of social relations formed under the influence of social factors and pedagogical regulation (Talanchuk, 1998).

Socialization is carried out both in terms of human interaction with the natural environment and as a result of targeted influence. Task-oriented socialization is performed in the process of education, in organized professional and educational activities. This way of forming the analytical mind of students is attractive because there is a pedagogical environment that includes students and the teacher works with them.

In our study the targeted humanitarian socialization is considered as a complex process of acquisition of social norms and values influencing the formation of personality traits when the students study Humanities, the development of social experience and its reproduction through the active involvement in socially important activities. In our study by humanitarian socializing environment we mean an open dynamic system that adequately responds to internal and external changes due to both objective and subjective factors, as well as providing a stable sense of comfort and satisfaction from the results of socialization in the process of interaction with the immediate environment and artifacts during the task-oriented learning.

This kind of socialization is a complex and multifactorial process. The leading role in this process play historical and social science subjects, as they provide the main representation of all spheres of life. These subjects form the students' knowledge and skills, the main characteristic of which is scientific, fundamental and practical orientation (including research skills); values, among which the most important qualities are patriotism, humanism, respect for human rights and tolerance; ways of thinking, providing the assignment of historical material, including historical research, modeling of various social and political events; self-identification (cultural, ethno-national, state) and self-determination in relation to the key events in the domestic history.

Learning Humanities at school has an effect on the formation of personality and the choice of further way of life. Students say that learning Humanities in the specialized classes enhances their general culture awareness, the development of spiritual needs, education of intelligence, as well as a conscious choice of future profession.

Humanitarian education provides the involvement of the graduates in social relations increasing their competitiveness. Humanities help to overcome the drawbacks of non-humanitarian, often technical, education, providing the formation of personality, citizenship and worldview of the schoolchildren. As for the graduates of the Humanities, the social and humanitarian training often becomes the basis for the choice of their future profession, supporting the humanitarian education by practically oriented knowledge.

With the help of subject-oriented education we also meet the following requirements: “formation of the necessary social behavior skills”, “improving the competitiveness of the person who has a humanitarian profession”. These parameters are the leading ones in motivating the students to get a humanitarian education.

We consider the process of socialization as a targeted formation of social norms and values, attitudes and behavior samples, which results in the development of the individual personality traits of students in the conditions of organized interaction with the environment.

The socialization of education helps to overcome fragmentation, polarization of interrelated components of the culture: scientific, historical, social and socio-humanistic.

5. Conclusions

Analysis of the problem of Humanities students’ socialization suggests that this issue is neglected in the modern school. As a consequence, students are not able to acquire knowledge and skills adequately and they cannot choose the right way to solve practical tasks in life.

The socialization of senior students is considered as a targeted formation of social norms and values, attitudes and behavior samples, which results in the development of the individual personality traits of students in the conditions of organized interaction with the environment and social experience acquisition.

Successful socialization of students is a primary pedagogical idea of the modern school, which is implemented through the process of education and upbringing. Socialization is the object of interdisciplinary research. There are different definitions of the term based on different concepts.

Analysis of the organization of subject-oriented education in the Russian schools shows that it allows to provide the most complete realization of individual inclinations and abilities of students without their overwork. Introduction of subject-oriented education is one of the modernization mechanisms in the Russian educational system; the knowledge obtained by high school students sometimes is not used in further life. Subject-oriented education involves motivation for further socialization of the student.

The process of socialization has its structure and stages. One of the most difficult and controversial stages of the socialization process is the senior adolescence corresponding to the stage of the subject-oriented education.

In our research a senior student is the subject of the socialization process. Senior adolescence is the period of the development and formation of the personality, as well as the period of child’s involvement in social relations, the period of genuine personality.

The process of targeted humanitarian socialization at the high level of the secondary education consists of the following structural components:

- substantive (determines the content and structure of the developed and tested model of socialization of Humanities students);
- operational (reveals the pedagogical conditions promoting the successful socialization: the formation of subject-oriented motivation in learning activities providing motivational involvement of students in the learning process; development and implementation of methodological support of the educational process using appropriate forms and methods; the use of the content of the historical and social science subjects and elective courses);
- evaluation (includes cognitive, motivational and activity criteria of socialization).

The developed model of humanitarian socialization of students of Humanities, demonstrated the reliability of the theoretical basis and the general principles of its structure. Experimental verification of the revealed criteria for determining the level of humanitarian socialization of students demonstrated their high reliability. It allows to use these criteria in the practice of subject-oriented learning for the diagnosis and monitoring of its results. Thus, the results of the study show the positive dynamics in the changes of the level of humanitarian socialization of Humanities students, and the effectiveness of the complex of pedagogical conditions.

The introduction of elective courses in the historical and social science subjects has shown that the ability of students to apply the knowledge in these subjects characterizes the formed value orientations of the students. The degree of formation of humanitarian value orientations was determined by the results of the survey based on the analysis of the students’ involvement in circles, workshops and elective courses in humanities. The number of students participating in the school and extracurricular competitions increased. The students showed better results in the unified state examination not only in historical and social science subjects, but also in other Humanities subjects.

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