

Logical Structure of Pedagogical Support of Students' Social Adaptation

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ABSTRACT

The relevance of the research is due to the need to identify the organization structure of pedagogical support of students' social adaptation. The increased scientific interest to social adaptation is justified by the crisis situation in the field of economic, political, social and spiritual relations. They are characterized by economic instability, environmental and demographic problems, cultivation of various value systems, deterioration in the health of the younger generation, insecurity of many categories of the population, growth of children's and juvenile delinquency, suicide in the modern world. Thus, the purpose of the research is to identify the logical structure of pedagogical support of students' social adaptation as theoretical and methodological basis for its implementation. The leading methods are pedagogical modeling and design. The comparative historical and pedagogical analysis made it possible to identify possibilities for optimizing pedagogical support of students' social adaptation for the organization of pedagogical modeling and design. The authors of the article present: conceptual foundations of pedagogical support of students' social adaptation as scientific and pedagogical direction ensuring the success of a certain teacher and institution; the logical structure of the process of pedagogical support of students' social adaptation, showing consistency and interconnectedness of the implementation of the system, group and individual kinds of support from the strategy development to swarming tactics and choosing an adequate technology. Moreover, the authors define the component composition of the accompaniment process, which is presented by theoretical-methodological, information-analytical, informative, technological, managerial and expert components. As a result of the experimental research carried out from 2002 up to the present, and the experimental introduction of the results of the research, we can see positive dynamics of the level of students' social adaptation at educational organizations. All specialists who provide pedagogical support of students' social adaptation (administrators, teachers, organizers, teachers of additional education, social educators) have received special theoretical and methodical training at seminars and scientific and practical laboratories conducted by the authors of the article. The logical structure of pedagogical support of students' social adaptation can be used in scientific research. In addition, it is possible to build different processes of the activity of educational organizations of various types on the basis of organizing pedagogical support of social adaptation of younger generations.

Keywords: component structure, pedagogical support, pedagogical support technology, social adaptation

INTRODUCTION

The Relevance of the Research

The problem of social adaptation of younger generations in modern conditions is determined by pedagogical science primarily by those processes that occur in society. In particular, they are crisis situations in the field of economic, political, social and spiritual relations that characterize economic instability, environmental and demographic problems, cultivation of various value systems, deterioration of the health of younger generations, insecurity of many categories of the population, growth of child and adolescent crime, suicides. Thus, changes which take place in Russian society have led to the worsening of a number of social problems and as a consequence to the complication of the process of social adaptation of the younger generation [1].

Indeed, the process of personality adaptation in society is a complex social phenomenon, which supposes that a person has mechanisms of preserving homeostasis in the interaction of the individual and the environment. This is especially important for the school age, when the processes of development and formation of personality are intensified. The younger generation has to face a lot of new social media: environment of the educational institution, informal communication, micro environment in the place of living and corresponding social roles (pupil, friend, classmate, etc.) [2]. In this case, the process of organizing pedagogical support of students' social adaptation [3] is of particular importance. We consider pedagogical support of students' social adaptation to be an interrelated activity of all subjects of the educational process, aimed at ensuring effective interaction of students with the social environment, promoting their self-determination, self-actualization, self-affirmation and self-development.

It should be noted that adaptation of the individual is analyzed in a complex way through the prism of biological, psychological and social mechanisms. However, as it was shown by interdisciplinary analysis, although a person has a biological form of adaptive activity to the external environment, he is, first of all, a social being, acquiring a "suprabiological" social essence. The multifaceted interpretation of the term "social adaptation" in various author's interpretations from the standpoint of philosophy and sociology means the type of interaction between an individual or groups with social environment, during which the requirements of its participants and the process of adaptation of the subject to the requirements of society [4, 5, 6, 7, 8, 9].

The essence-logical analysis of the phenomenon social adaptation as a pedagogical category indicates that researchers focus attention on the process of harmonization of a person and environmental conditions, his/her entry into it, mastering necessary principles and rules of relations to the world, others, people, yourself, circumstances; development of activity, the ability to preserve one's individuality in unfavorable conditions of the environment. This is also the state of the person, which resulted from the process – it is the level of actual fitness for a particular environment [10, 11, 12, 13, 14, 15, 16, 17].

The process of students' social adaptation in educational institutions is mixed and often, according to analysis of literature and real practice, leads to their disadaptation [18, 19, 20]. Serebryakova et al. [21], based on the results of research in the field of socio-psychological adaptation, understands this phenomenon as an active dynamic process of interaction of both the individual and social environment, the result of which is the resistance of the individual to internal and external environmental conditions. At the same time, educational institutions have a wide range of means that contribute to the successful adaptation of students in school and society under the condition of specially organized pedagogical support [21].

Purpose and Objectives of the Study

The purpose of the research is to identify the logical structure of pedagogical support of students' social adaptation as a theoretical and methodological basis for its implementation. The author's logical structure of the process of pedagogical support of students' social adaptation suggested in the article shows the consistency and interconnectedness of the implementation of the system, group and individual kinds of support from the strategy development to swarming tactics and choosing an adequate technology. The authors define the component composition of the accompaniment process, which is presented by theoretical-methodological, information-analytical, informative, technological, managerial and expert components. The success of the process of pedagogical support of students' social adaptation is ensured through the implementation of a set of functions, taking into account the set of identified conditions. The possibility of developing private practices of pedagogical support of students' social adaptation on the basis of the identified logical structure is also important.

MATERIALS AND METHODS

To carry out the research the authors used the following methods: theoretical analysis and synthesis in the research and generalization of scientific sources on problems close to the problem of the research; comparative historical and pedagogical analysis, which made it possible to identify possibilities for optimizing pedagogical

support of students' social adaptation; pedagogical modeling and design in the development of the logical structure and technology of activities for pedagogical support of students' social adaptation; a set of empirical research methods (experiment, teacher monitoring, interviewing, methodology of unfinished proposals, a questionnaire of sociality, methods of statistical data processing with the use of the computer program SPSS).

Experimental work is carried out on the basis of educational institutions of the Kirov region: the Children and Youth Center of the Oktyabrsky District of Kirov (it includes 12 clubs), the Center for Socio-Psychological Assistance to Children, Adolescents and Youth, a special (correctional) boarding school No. 1 in Kirov, an Arzamas children's home in the Nizhny Novgorod region, the Kirov Economic and Law Lyceum, and a number of secondary schools in the Kirov region.

In total, 927 people took part in the research: students of the Vyatka State University, Nizhny Novgorod State University, N. I. Lobachevsky took part in the research as well as students of the advanced training courses and creative scientific and practical laboratories, teachers, social educators, psychologists, teacher-organizers, teachers of additional education and heads of educational institutions.

The research had three stages.

The first stage was the searching one. At this stage we studied the problem, analyzed philosophical, sociological, socio-psychological, and pedagogical literature. As a result, we identified initial parameters of the research, its subject, hypothesis, methodology and methods, the conceptual apparatus.

The second stage was experimental. At this stage, we worked out models of pedagogical support of students' social adaptation on the basis of various types of educational institutions with the purpose of optimization of social adaptation of growing generations taking into account psychological, pedagogical and socio-cultural conditions. Moreover, we worked at opening pilot experimental sites, developed technologies of pedagogical support of students' social adaptation, trained students of pedagogical universities and social teachers, teachers of the region to introduce new technologies.

The third stage was final. It included systematization and generalization of the received material, their quantitative and qualitative analysis, preparation of articles, methodological manuals, collections of scientific and methodological materials based on the results of experimental work, determining the prospects for studying the problem in future.

RESULTS

We turn now to a direct description of the logical structure of pedagogical support of students' social adaptation.

Meaning of the Term "Students' Social Adaptation"

The logical analysis of the phenomenon "social adaptation" as a pedagogical category indicates that researchers focus attention on the process of harmonization of a person and environmental conditions, his/her entry into it, mastering necessary principles and rules of relations to the world, others, people, yourself, circumstances; development of activity, ability to preserve one's individuality under unfavorable conditions of the environment. This is also the state of the person, which resulted from the process - the level of actual fitness for a particular environment [10, 11, 12, 13, 14, 15, 16, 17].

Identifying the meaning of students' social adaptation in the context of this research, we relied on the philosophical principle of interaction. It considers the relationship between a person and his social environment as the mutual influence of the individual on his own characteristics, existing experience on the environment and the social environment with its own characteristics.

Theoretical analysis, generalization of sociological, psychological, pedagogical approaches to the characteristic of the phenomenon allowed to give the authors' definition of students' social adaptation. We consider it to be a process of pedagogically organized interaction with a new social environment and the result that is characterized by life stability, self-determination, self-affirmation, self-actualization, self-development of students.

According to the analysis of literature and real practice, the process of students' social adaptation at educational institutions is mixed and often leads to their disadaptation [18, 19, 20]. At the same time, educational institutions have a wide range of means, which contribute to successful adaptation of students at schools and society if specially organized pedagogical support is provided. S. J. Racz et al. [22] believe that social adaptation of children can be ideal for improving the well-being of adolescents.

Characterizing social adaptation as a process, I. A. Miloslavova [5], distinguishes a number of components in it: adaptive element, adaptive environment, situation, need. The research underlines the need to add another component to this structure - adaptation strategies, which Romm treats as conscious and unconscious, regular or accidental actions (non-actions) that provide a subjectively perceived, objectively developed state of personal

adaptation. Inclusion of this component in the structure of the adaptation process allows teachers to purposefully create conditions for mastering learning activity or information and psychological strategies, the use of which optimizes the interaction of students with a new social environment according to the results of our research [23].

Considering the social adaptation of students as a result, we focus attention at the interaction of the individual and the social environment, which helps self-determination, self-actualization, self-affirmation, self-development, and the formation of a person's life stability. We consider these characteristics, on the one hand, as a result of the process of social adaptation, on the other hand, as conditions that allow the student to interact in a positive and effective way when entering a new social environment. Individual characteristics, such as place of residence and academic ability, can also act as social adaptation conditions [24].

In the pedagogical context, social adaptation as a result arises in the course of interaction of environment and personality, appropriately organized by teachers, when the person, without long external and internal conflicts, productively fulfills his leading activity, satisfies his basic social needs to the full, meets the role expectations of the reference group.

Thus, the analysis of theoretical approaches to the study of the meaning of social adaptation allowed to conclude that the personality, interacting with surrounding social environment, in the course and result of social adaptation, self-determines, self-affirms, self-actualizes, self-develops.

The Concept of Pedagogical Support

The concept we propose is to organize pedagogical support for students' social adaptation as a process that presupposes a given sequence of actions that can be represented in the form of a certain logical structure (**Figure 1**).

The leading purpose of pedagogical support is the organization of interrelated activities of specialists on the basis of integrating the educational potential of educational institutions and the social environment in order to ensure optimal social adaptation of students at educational institutions. V. V. Sadovaya & G. I. Simonova [25] distinguish the technological sequence of pedagogical support for students' social adaptation in the activities of the social and pedagogical complex.

Achieving the declared purpose makes it necessary to analyze the logical structure of the pedagogical support of students' social adaptation, which is the mechanism for its implementation. We considered the following main concepts: types of accompaniment, stages, theoretical and methodological approaches, principles, functions, conditions. They determine the methodological outline of support, and methodically and procedurally, pedagogical support is realized through the theoretical-methodological, informative-analytical, informative, technological, managerial, expert components.

The basis for identifying the types of accompaniment were also individual, group, social subjects of social education proposed by A. V. Mudrik [26, 27]. By analogy we distinguish corresponding kinds of support: individual, group, social.

The study notes that the pedagogical support of students' social adaptation is aimed at providing the following types:

- individual support of the process of social adaptation of the individual is carried out mainly in the sphere of personal adaptation and involves the support of the process of development and social adaptation of a particular person.
- group support of the process of students' social adaptation is realized in situations of interaction of the individual with other people, which is carried out either in the family, or in the informal communication group, or in the conditions of the educational institution. In this case, we view the family as a small social group. Under the group of informal communication we also understood, first of all, an informal group at the place of residence or at an educational institution. Speaking about an educational institution, we mean the community of people - children, teachers, parents.
- social support of students' social adaptation takes into account the fact that each person is a member of the particular society. An important role belongs to working with the management bodies of the society, educational institutions, family, which transfers the norms and values inherent in this society. The task of pedagogical support is to promote the students' successful adaptation to the conditions of modern society.

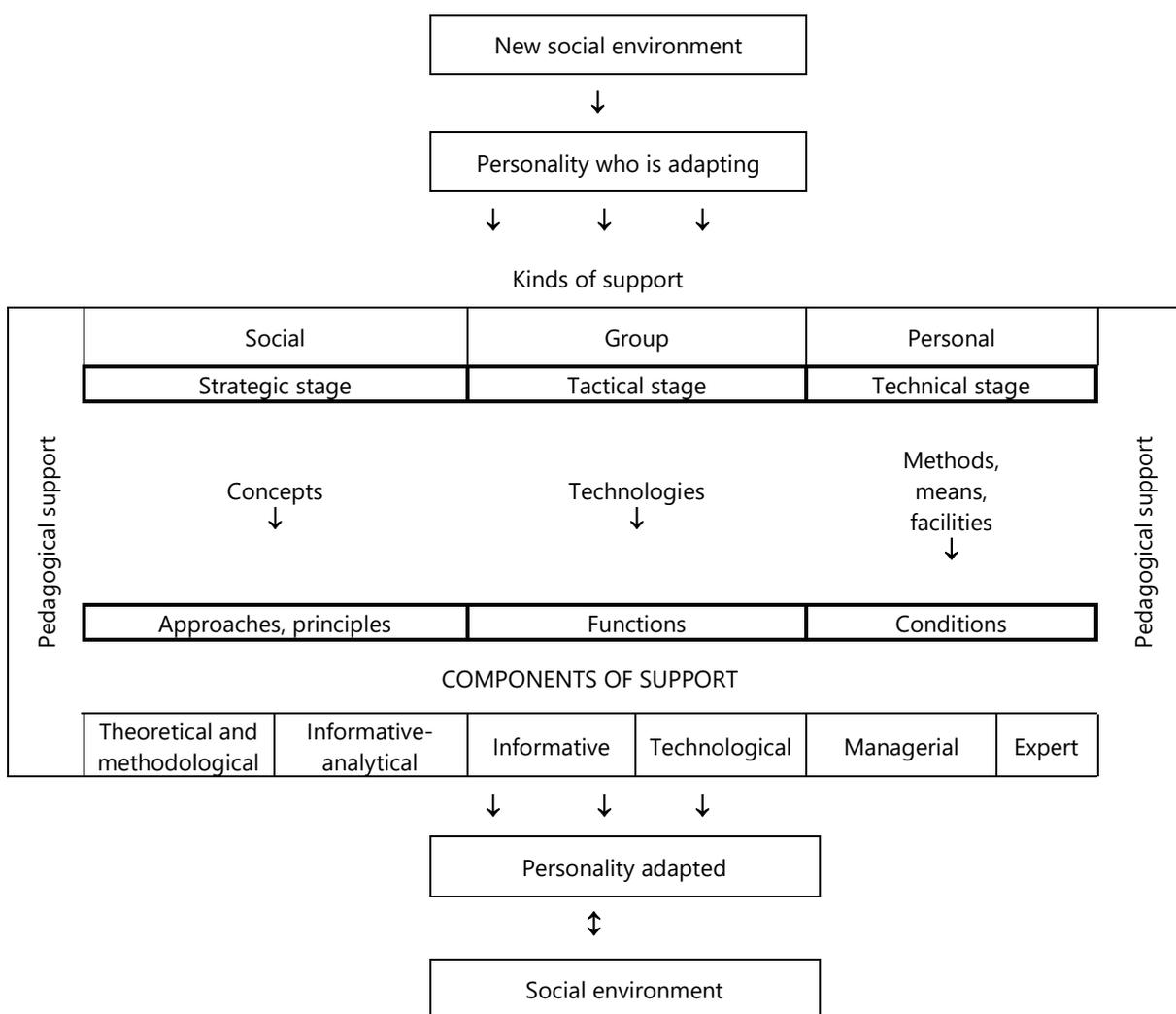


Figure 1. Logical structure of pedagogical support of students' social adaptation

After analyzing the specifics of the pedagogical support of students' social adaptation, taking into account the experimental work, we proved that pedagogical support is more effective and purposeful if it is built step by step [28, 29, 30].

The strategic stage of pedagogical support of students' social adaptation includes a set of measures for planning and forecasting the interrelated activities of all subjects of pedagogical support, which is implemented at the conceptual level.

The strategic stage of pedagogical support includes:

- setting goals and defining tasks;
- identification of objects and subjects of the support process;
- highlighting main ideas;
- formation of common information database;
- definition of criteria and indicators;
- selection of diagnostic techniques in accordance with indicators for selected criteria.

The tactical stage is considered to be the location and movement of the support components and is implemented at the technological level. Tactical stage of pedagogical support of students:

- is realized within the framework of the paradigm of mutual exchange, which includes four functional aspects: personal, active, cultural, social;
- is ensured by the implementation of basic and private technologies of pedagogical support of students' social adaptation;

- involves the creation of an optimal organizational structure for managing the process of pedagogical support of social adaptation;
- includes activities to analyze the effectiveness of the model by internal and external experts and make the necessary adjustments to the pedagogical support process.

The technical stage includes a set of methods, techniques, tools aimed at optimizing the pedagogical support of students' social adaptation, and is implemented at the level of their adequate selection.

The effectiveness of the implementation of the selected stages is provided by the conceptual basis of pedagogical support, which consists of the unity of the polyparadigmatic integrity of psychological and pedagogical approaches, principles, functions and conditions. In the logic of this research, on the basis of the polyparadigmatic integrity of the key methodological positions formulated by us, taking into account the theoretical analysis and practical experience of a number of educational institutions in this direction, we consider it possible to single out a set of the following principles:

- personal orientation of the whole process of social and pedagogical activity;
- consideration of regional features, socio-cultural and economic situation in society;
- unity, co-creation of teachers, parents, pupils in the pedagogical process;
- individualization and differentiation in the educational process;
- variety of individual and collective activities;
- variability of programs and approaches in the pedagogical process;
- principles of naturalness, culture and viability;
- principle of the development of children, teachers, educational institutions, natural and social environment.

This set of initial assumptions was used in the framework of the organization of experimental work and showed its validity and relevance to the ideas of pedagogical support of students' social adaptation.

Pedagogical support performs a number of functions in relation to the process of students' social adaptation through:

- pedagogical support that ensures the process of sharing with the child the definition of his own interests, goals, opportunities for social adaptation aimed at preserving the human dignity and independent achievement of the desired results in teaching, self-education, communication, way of life;
- assisting the individual in overcoming difficulties, which helps him master the skills to independently resolve problems and difficulties in various activities;
- protection, which involves ensuring the physical, psychological, social safety of the child, defending his interests and rights throughout his life in all spheres of social adaptation;
- provision aimed at creating favorable conditions for the subject of pedagogical support to make optimal decisions in various situations of the social adaptation process.

Functions of pedagogical support from the point of view of the result in students' social adaptation are:

- cognitive;
- emotional-valuable;
- self-determining;
- self-realizing and self-affirmative;
- effective-practical;
- communicative;
- family-building;
- self-developing;
- socializing.

The above-mentioned functions are successfully implemented in the course of pedagogical support of students' social adaptation in combination with certain conditions. The organization of the process of pedagogical support of students' adaptation is ensured by personal, environmental and activity conditions, which reflect the realization of the components of pedagogical support.

Personal conditions are connected with the readiness of the subjects of pedagogical support to implement certain personal changes with the purpose to adapt to a new situation.

Environmental conditions characterize a certain stability of the object, that is, of social environment. We consider this environment through the prism of spheres of social adaptation: society, family, educational

institution, group of informal communication. Important values for the realization of this condition are life values, which are accepted and have priority in society in modern conditions.

During Activity conditions presuppose the existence of a real interaction between the subject and the adaptation object. At the same time, those skills and experience of activity that are necessary for a person for adaptation in social environment are of great importance.

Thus, when designing the process of pedagogical support of students' social adaptation in practice in the course of experimental work, we proceed from its logical structure, described above, which is shown as a diagram in **Figure 1**.

The process of social adaptation starts when the individual interacts with a new social environment or a changed one. Such an individual acts as a person who is adapting. As a result, at the end of the process of adaptation to the conditions of this environment, the individual already appears as a person adapted. Optimal results for the person and environment are achieved through the implementation of the process of pedagogical support of students' social adaptation at educational institutions.

Analysis of the Effectiveness of Experimental Work

To evaluate the effectiveness of the logical structure of pedagogical support of students' social adaptation, we made the experiment on the basis of the Children's and Youth Center of the Oktyabrsky District of Kirov, where the process of approbation was carried out within ten years. Positive dynamics was pointed out after the implementation of the technologies of system support, social pedagogical complex and technologies of club activities. All specialists who provide pedagogical support of students' social adaptation (administrators, teachers, organizers, teachers of additional education, social educators) received special theoretical and methodological training in the framework of seminars and scientific and practical laboratories that were conducted by the author for ten years.

A qualitative interpretation of the obtained results showed that the social and pedagogical activity of the institution was activated and, correspondingly, the number of children and educational groups of the socio-pedagogical orientation increased from 316 to 772 by the end of the experiment.

A special effect was achieved in the development of social design technology. For example, at the beginning of the experiment, 290 adolescents were trained by members of the children's association "Yukona", they designed 23 projects and 11 of them were implemented in practice. Nineteen projects were aimed at improving life in their schools, four projects dealt with in the city and the district.

One of the indicators of social adaptation was the level of children's personal development, it was monitored through the level of children's achievements. Its dynamics over the past three years has shown a steady increase in the number of children who have expanded their social space and acquired positive social experience.

This trend is confirmed by the results of the study on L. V. Bayborodova's [31] questionnaire of sociality, which was conducted with the participation of students involved in the implementation of our proposed technology. We noted positive dynamics in the course of experimental work on the following indicators:

- adaptability - the ability of an active adaptation of an individual to the conditions of social environment has increased from 43 to 51%;
- autonomy - the set of attitudes toward oneself, stability in the behavior and relations corresponding to the representation of the person increased from 39 to 51%;
- social activity as a realizable readiness for social actions has increased from 22 to 76%;
- moral upbringing as a degree of children's' formation of humanistic values has increased from 34 to 66%.

While organizing the work with the society, the focus was on the organization of interaction with the family. Over the past two years, we have moved from working with students' families to working with the families of the district. In their responses (based on the results of the questionnaire), parents, who participate in family celebrations and events for children and adults, underline that such activities are necessary, since they promote unity and mutual respect between parents and children, as a result of which mutual understanding improves, trust and self-esteem in children and adults increases.

DISCUSSION

The problem of pedagogical support of students' social adaptation, as evidenced by the analysis of modern social and pedagogical practice, is relevant. Summarizing the results of the research, we can conclude that the theoretical and methodological justification and methodological developments meet the urgent demands of pedagogical science and practice and open up prospects for further research in this problematic field. So, the question about the relationship between the needs of society in a socially adapted person and objectively existing

conditions that make it difficult to implement this process needs further discussion [32, 33, 34]. For example, scientists T. I. Shukshina, S. N. Gorshenina & I. A. Neyasova [35], draw attention to the need to search for optimal ways of effective ethnic and cultural socialization of schoolchildren in a multicultural environment. T. K. Ng et al. [36], in their studies show that the social support of friends and the chosen technology of pedagogical accompaniment of social adaptation affect only one specific area of adaptation, such as mutual trust and acceptance. Another problematic issue is the dependence of the type of relations between subjects and the level of their social adaptation, so S. J. Benson [37], considered the dependence of the type of friendships on the level of intercultural adaptation.

CONCLUSION

The problem of pedagogical support of students' social adaptation is relevant and important for pedagogical science. The conducted research made it possible to determine the set of provisions that constitute theoretical and methodological foundations of pedagogical support for students' social adaptation. First, in modern conditions, the interdisciplinary term "social adaptation" is extrapolated into pedagogical theory and practice and is considered to be pedagogical category. The theoretical substantiation of the category "students' social adaptation" proposed in our study in the pedagogical context provides a more focused and effective organization of the process of pedagogical support of students' social adaptation. Secondly, stages (strategic, tactical, and technical) and components (theoretical, methodological, informational, analytical, substantive, technological, managerial, expert) identified as a result of the theoretical and methodological analysis determined the purposefulness and systemic nature of the logical structure of the process of pedagogical support of students' social adaptation. The research proves that the implementation of the developed structure ensures the success of students' social adaptation.

RECOMMENDATIONS

The article can be useful in practice of pedagogical support of students' social adaptation. The results of the research can be methodological base for pedagogical support and include technologies for systemic pedagogical support of students' social adaptation; social and educational complex, club activities. The normative-legal and program-technological materials developed in the research on the problem of pedagogical support of students' social adaptation at educational institutions provide a predictable result. According to theoretical and methodological foundations and the practice of pedagogical support of students' social adaptation presented in the work, we can conclude that the research has a theoretical and practical significance.

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