

The Content of Pedagogical Support of Students' Social Adaptation

Irina A. Nigmatullina

Kazan (Volga region) Federal University, Kazan, Russia.

Galina I. Simonova

Vyatka State University of Humanities, Kirov, Russia.

Elena Agathangelou

Ministry of Education and Culture, Kimonos and Thoukydidou Corner, Limassol, Cyprus.

•Received 19 September 2013 •Revised 11 February 2013 •Accepted 21 April 2015

In today's world the development of pedagogical science is influenced by a number of global trends, one of which is the dynamism of social processes. The relevance of understanding the problem of social adaptation of pedagogical support of students is determined by processes that occur in modern society. The purpose of the article is to determine the content of pedagogical support of students' social adaptation. The leading method is the method of unfinished sentences, allowing to define a set of personal qualities, knowledge, skills and values, the formation of which in the course of purposeful activity of teachers, ensure successful social adaptation of students. An analysis of empirical data allowed to identify features of the implementation of pedagogical support of social adaptation of students in various fields of social adaptation (society, family, educational organizations, including informal communication, the sphere of personal adaptation). For each field there was identified a set of knowledge, life values, skills and social roles, the formation of which should be motivated by teachers in the course of carrying out their support. The findings of the article will enable practical education staff to carry out pedagogical support of social adaptation of students purposefully and systematically.

Keywords: social adaptation, pedagogical support, life values, social roles, knowledge

INTRODUCTION

Social adaptation of students is the process and the result of pedagogically organized interaction of an individual with a new social environment characterized by stability of his life, self-determination, self-assertion, self-actualization, self-development (Simonova, 2005). Social adaptation of students is realized in different spheres. We have chosen them on the basis of the social roles that the student must master - a citizen, a family man, a student, a friend, a unique individual. Consequently, we have identified such areas as society, family, educational institution, a group of informal communication, personal adaptation. Pedagogical

Correspondence: Galina I. Simonova,
Vyatka State University of Humanities, Krasnoarmejskaya str., 26, Kirov 610002,
Russia.
E-mail: kaf_pedagogiki@vshu.kirov.ru
doi: 10.12973/iser.2016.21024a

guidance of students' social adaptation is a process that is implemented on the basis of a coherent work of all subjects of the educational process aimed at the effective interaction of the person with a new social environment on the basis of support, assistance, protection and support. Pedagogical guidance includes pedagogical support, pedagogical assistance and pedagogical protection (Simonova, 2005). For effective implementation of pedagogical support of social adaptation of personality it is necessary to determine the content of this process. It occurs to us that along with certain body of knowledge and skills of the individual, his competence for successful social adaptation it is necessary to develop personal qualities of the person and foster the formation of socially acceptable system of life values.

In pedagogy a lot of attention is paid to the personal qualities of students. On the basis of the goals of education –of versatile and harmoniously developed personality - it was assumed that they need to form a necessary set of qualities. Many educators for assessing the level of educatedness also suggested a criterial set of qualities. Today, many educational institutions are developing the “model” of the graduate - one for all, which is certainly inappropriate. S. L. Rubinshtein in his personality theory has proved that the person is not a set of required and developed qualities, but the ability to be a person means to show one's attitude to the world and to oneself (Rubinshtein, 1997). We rely on this very understanding of the person and interpretation of the personal approach in pedagogy (Mudrik, 2001).

In this study, we attempted to examine a set of personality traits, which is necessary from the standpoint of young people with personal life experience and self-determination for a successful social adaptation in modern society not in order to determine the purpose or standard, but to identify some of the current trends in the views of young people.

In addition, we studied their value orientation as a system of personality aspirations expressed in preference of certain values and building on the basis of their modes of behavior. As it is noted by N. F. Golovanova, "... growing up of a person is nothing but a change in his life values» (Golovanova, 2004; 226).

Values are important for people of various objects and phenomena. Unambiguous definition of a range of value orientations of the child showing the degree of his adaptation is impossible because it limits our understanding of the diversity of manifestations of the individual and does not take account the variability in the values of different cultures and even in specific subcultures and microsociums. V. A. Karakovskii proposed the following system of values, the orientation to which, in his opinion, should bear good traits in a person: Person, Family, Motherland, Earth, Peace, Labor, Culture, Knowledge (Karakovskii, 1993).

The designated positions defined the logic of the empirical research.

METHODOLOGICAL FRAMEWORK

Methods of the research

The study used the following methods: analysis, synthesis, projecting methodology of unfinished sentences.

The research was done in subdivisions of Vyatka State University of Humanities.

Research stages

At the first stage there was organized the study of theoretical and methodological basis of the study; determined the nature of the key concepts of the research, areas of social adaptation of students.

At the second phase there was organized the work to identify the most topical personal qualities, knowledge, skills and life values in modern social conditions. We have used the technique of unfinished sentences.

At the third stage there was done the analysis, synthesis, generalization of data and designing of the content and pedagogical support of students in accordance with the spheres of social adaptation.

RESULTS

Diagnosis: rationalization of study tools, characteristics of respondents

In order to identify the most topical personal qualities, knowledge, skills and values in modern social conditions, we used the technique of unfinished sentences. The study involved 258 students, mostly of the first and second year of the Vyatka State University of Humanities. This sample is due to the fact that this age of respondents refers to early youth and moreover the students have a bigger life experience than pupils. They went through the stages of personal and professional self-determination. On the basis of their diversified experience they are more selective and may be competent in determining the positions we are interested in. The respondents were asked to add their own variants, continuing the given judgment: For successful social adaptation in modern society, a person must:

- possess the following personal qualities ...
- possess the following knowledge ...
- possess such skills ...
- have the following life values ...

Respondents were not limited in the number of responses, and we got a list of 96 personality traits, 32 types of knowledge, 94 skills, 77 life values. Of course, this is quite a wide range of data, so we used for their processing and analysis the program SPSS (*Statistical Package for the Social Sciences*).

Besides, we relied on satisficing behavior, i.e. the principle of reasonable sufficiency. According to it, when, for objective reasons, as well as from the point of view of rationality, it is impossible to consider the whole set of components, one should be based on their reasonably sufficient number. The set of components, defined on reasonably sufficient principle, should provide a comprehensive description of the studied subject or phenomenon. Social adaptation as a specific social process has a great number of features, the set of which continuously varies depending on the conditions of the social environment.

Thus, on the basis of the principle of reasonable sufficiency, we have grouped the answers and got the following results.

Diagnostic results and their discussion

The bar chart in Figure 1 shows grouped personal qualities. So, for today's young people the most important qualities in terms of their social adaptation are communication skills, receiving 16.3% of the election. This is followed by kindness, good nature receiving 14.4% of election and determination receiving 13.1% election. Approximately equal number of elections get activity (10.0%) and organizational skills (10.1%), followed by intellectuality, stamina (7.5%), individuality (6.3%), tolerance (4.8%), humanism (3.7%), breeding (2.2%), and independence (0.8%). Thus, complex of personal qualities, necessary for successful adaptation in a society, mainly includes socially oriented qualities. It is this set of qualities formed the basis of training sessions with the students in the framework of the relevant technology. The priority is that these qualities are also developed in the club activities technology and social project planning technology.

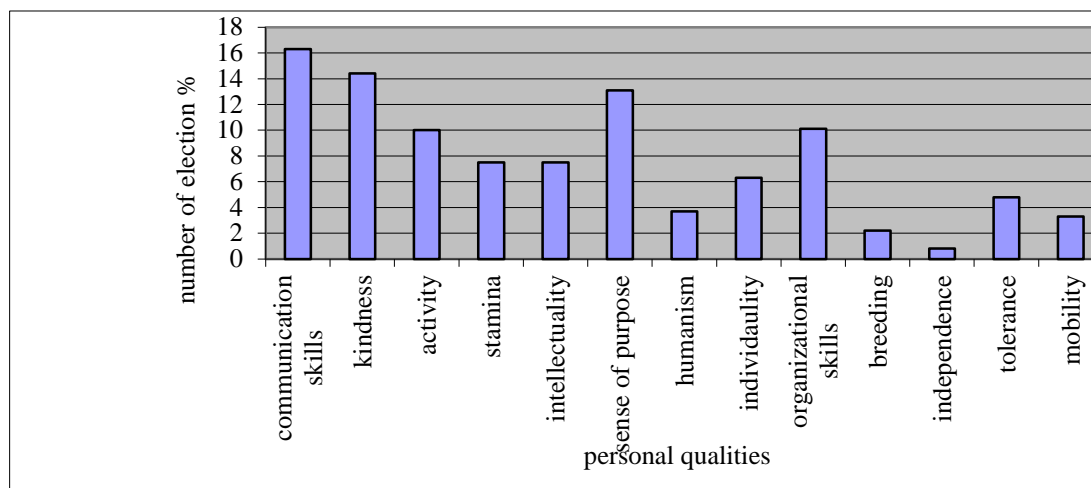


Figure 1. Personal qualities

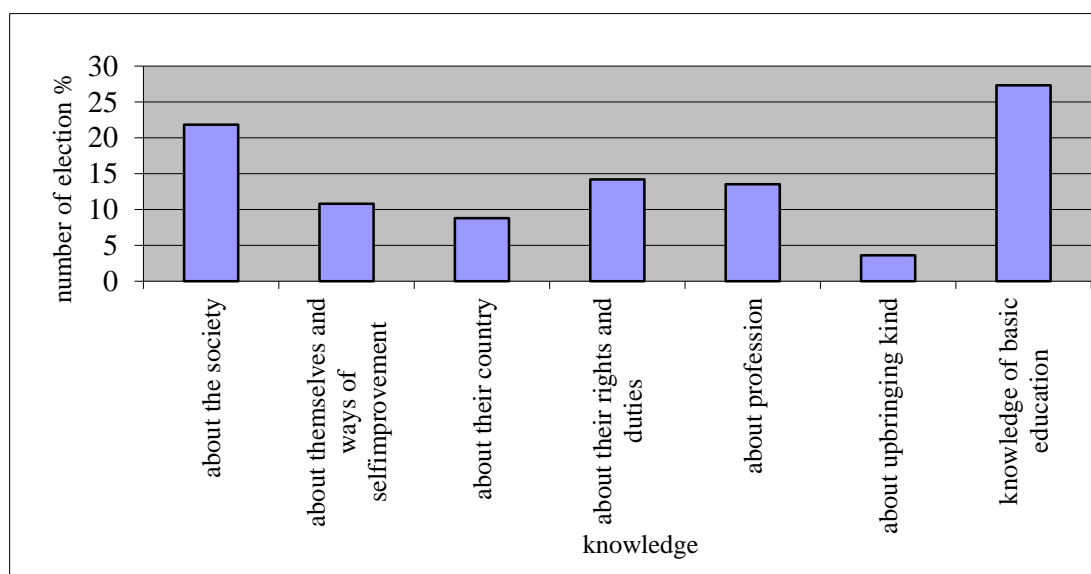


Figure 2. Knowledge

The formed personal qualities, contributing to successful adaptation, let us assume that the student has a certain body of knowledge. As the most necessary knowledge, respondents choose primarily knowledge of basic education (27.3% of elections). That is the knowledge students get at school (mathematics, computer science, foreign languages, ecology, history, etc.) are essential for adaptation. In this connection, important task of the educational institution is to create conditions for students' mastery of leading activity and getting quality education.

Further, respondents named: knowledge about society (31.8%), their rights and duties (14.2%) about profession (13.5%), about themselves and ways of self-improvement (10.8%) about their country (8.8), about upbringing of kids (3.6%).

Thus, these data define the range of knowledge necessary for a successful social adaptation of a young man. On this basis we can determine the content of educational institutions: introduction of electives, workshops, development and implementation of corresponding direction programs. In the framework of trial infrastructure they are implemented on various experimental sites in different ways. For example, through the implementation of socio-adaptive program "Lifebuoy" based on Children and Youth Centre, where under legal club "Teenager and law"

school students and camp members can also provide support for children in difficult situations.

Campers bring their friends after the camp session to Children and Youth Centre association. For maladjusted adolescents there is established the group of changeable personnel where you can come not only according to timetable, but at any time. You can be there as you want. There is a special room with necessary equipment and games. Support is provided by social teacher who organizes their daily living activities, just communicates and diagnoses. As a result there is an increase of program participants, their inclusion in socially acceptable and socially beneficial activities.

On the basis of Kirov boarding school № 1 for orphans and children left without parental care, comprehensive target program named "School of legal knowledge" is implemented, where all students are included. The program includes education/bringing-up process and cover a very wide range of issues.

Consequently, the received data on body of the most significant knowledge for social adaptation allow us to determine priorities in the work with students, realizing learner-centered approach, taking into account what is interesting and important for teens and young adults.

However, knowledge should be supported by the experience, and used in human activity. In this regard, skills identification results are very interesting.

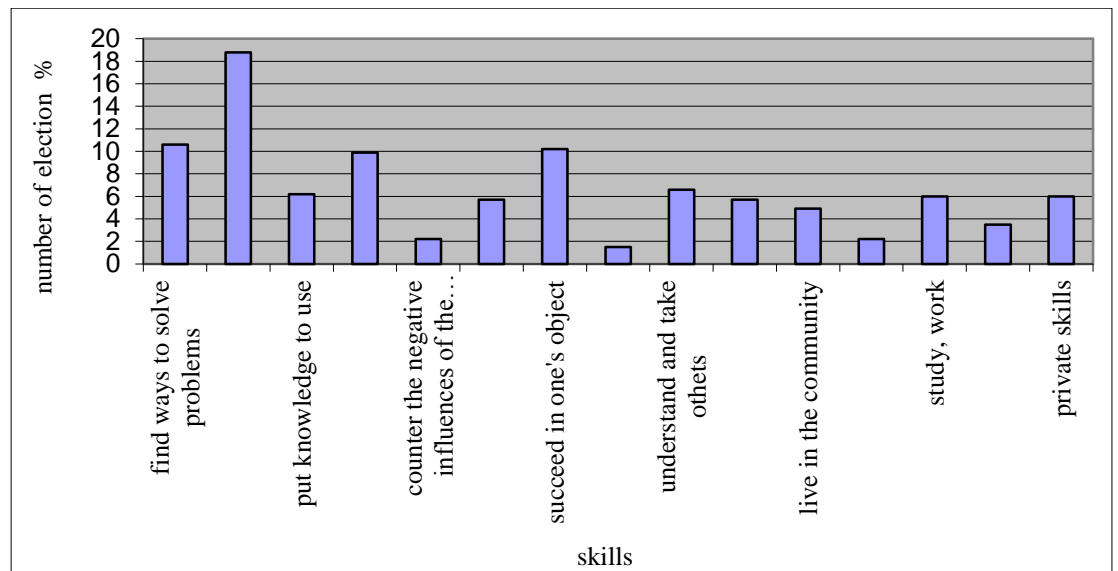


Figure 3. Skills

The bar chart of Figure 3 shows a grouped list of skills necessary for social adaptation. They are quite a lot. The ability to communicate (18.8%) has received the largest number of elections, which is correlated with the priority of communication skills, reflected in the bar chart Figure 1. Then goes the ability to find ways to the problem (10.6%). In our view, it is very important that respondents identified this very skill. In our understanding of social adaptation we specifically highlight the ability to resist the negative influences of the environment. It involves the ability to find solutions to problems. Respondents also identified succeed in one's object (10.2%), that proves large number of elections on determination (13.1%). Followed by the ability to defend one's interests and rights (9.9%), which requires basic knowledge of rights and responsibilities. The ability to understand and take others chose 6,6%, put knowledge to use 6,2%, 6% on such skills as study, work, and private skills (to sew, cook, take care of yourself and others), live in the community (5,7%) are also very important.

Especially highlighted skill was self-control (5.7%), that is, young people are aware of the need to control their emotional states and mood in adaptive situations. The skill of cooperation in a group received 4.9%. The skill of self-improvement received 3.5% of the election, 2.2% of the respondents identified the skill of self activities organization and the skill to resist the negative influences of the environment. The ability to be useful for society received 1.5%.

Thus, the organization of students' daily living activities under the social adaptation of students involves certain range of skills formation. A list of the most important skills for the younger generation is represented in the bar chart of Figure 3.

Formation of socially significant abilities, in the framework of five years trial infrastructure, were realized based on educational program "From 12 and older", which is aimed at students' council formation in Children and Youth Centre and Kirov schools of Oktyabrsky district. All teenagers, who took this training program, received knowledge and skills on social project planning, and became managers of socially significant activities. For Example:

- there were held a charitable campaign "Joy to Children" in which teenagers organized games and concerts for orphanage children of Burmakino, and Makarye villages, Urzhum city, and health retreat in the Talitsa village.
- there were organized patronage of № 3 Kirov boarding schoolers;
- There were organized a patronage of older people living in Vyatka machine building company "Avitek" neighborhood.

All of the above mentioned, contribute to the formation of a certain system of life values at early youth.

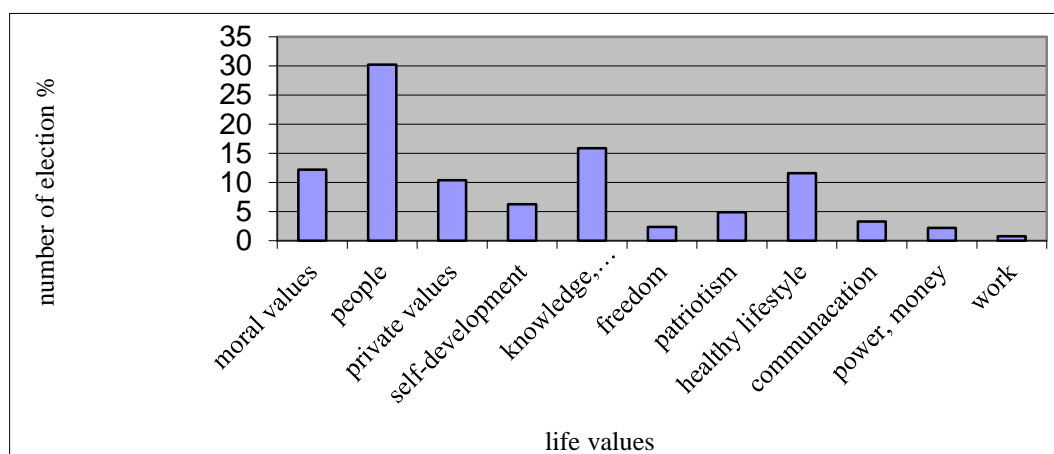


Figure 4. Life values

It should be noted that the set of life values identified by respondents in the course of the research is of humanistic character. In particular, the value "person, people" got the priority number of options and made up 30,2%, that is about one-third of respondents. The respondents mentioned such terms as "person", "I", "parents", "children".

Knowledge, education and work were chosen as important life values by (15.9%) of respondents; 12.2% of the respondents chose moral values, whereas healthy lifestyle was chosen by 11.6% of the respondents, a set of private values were chosen by 10.4% of respondents.

Self-development was chosen by 6.3% of the respondents. As important life values young people the values of freedom (2.4%) and communication (3.3%), power and money (2.2%), work (0.8%). The last given data reflect, to our mind, the negative trend, when the value of the role of labor reduces whereas money and power are becoming increasingly important. However, the totality of the data

determines both the direction of educational institutions work and the problems to be addressed.

Study results gender analysis

As educational institutions train boys and girls, we have analyzed gender election difference. The results on personal qualities, knowledge, skills and values are shown on the graphs.

In addition, to identify significant differences in the responses of boys and girls, we used the Wilcoxon-Mann-Whitney U-test, which is used for unrelated or independent samples to compare the data of two samples drawn from the same or different statistical universe. Thus, for unrelated samples it is common to use different sample participants.

To assess the significance of differences between unrelated samples, a series of disconnected nonparametric tests are used. One of the most common is U-test. This criterion is used to assess differences in the traits expression level for two independent (unrelated) samples. These samples may vary according to the number of sample participants (Yermolaev, 2003).

SPSS program (Statistical Package for the Social Sciences) was used for data processing

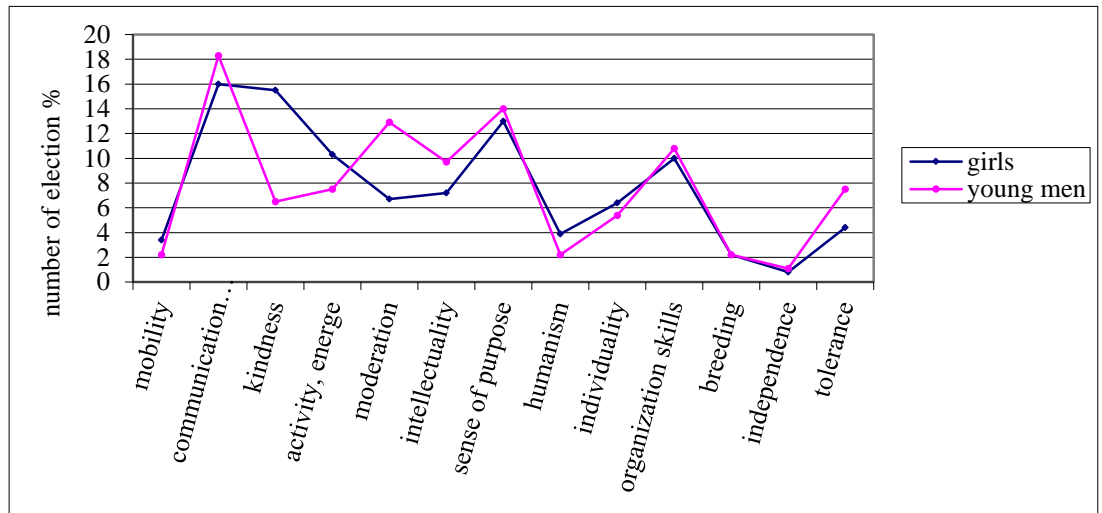


Figure 5. Personal qualities

According to the graph we can conclude that there are minor differences between the boys and girls samples for a variety of qualities. We had to identify whether they are significant. For this, Wilcoxon - Mann - Whitney U-test was used. Statistically significant differences are not more than 0,05. Thus, given sample showed essential difference only in terms of such qualities as "kindness, good nature" (0,000), prioritized by girls.

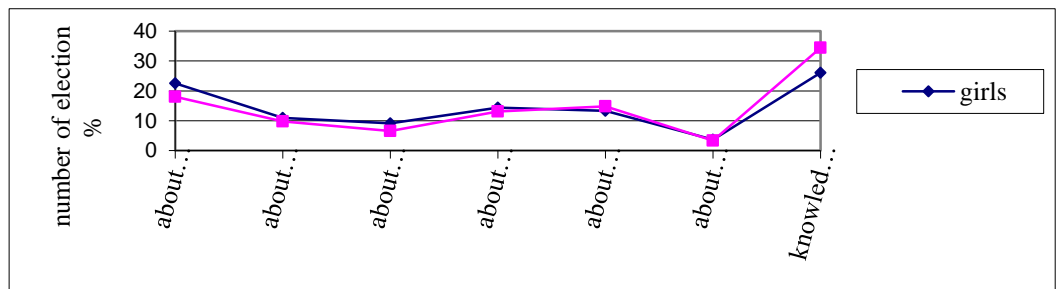


Figure 6. Knowledge

The assimilated knowledge necessary for successful adaptation, according to statistical data, didn't show significant differences.

Analysis of skills differences demonstrates that ability to resist the negative influence of the environment has shown a significant difference in accordance with statistics. The data boys prioritized (0, 029) allows to suggest that in situations where this ability is demanded, they are more likely involved. Statistically significant differences were found in personal skills as well, which were again prioritized by boys. Probably as a result of such underdeveloped skills as cooking, taking care of themselves, which are found in students' responses.

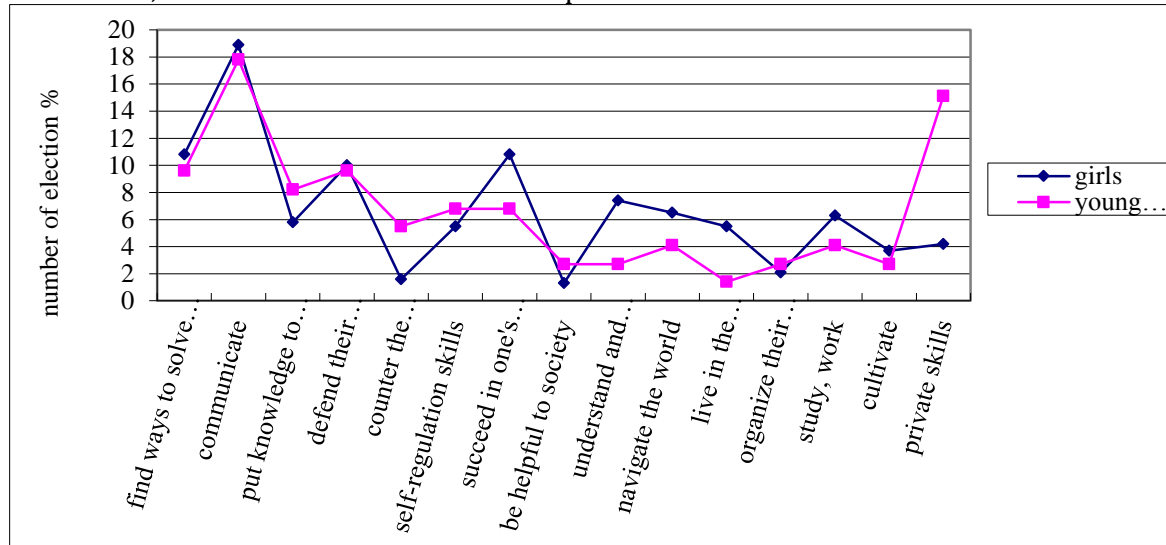


Figure 7. Skills

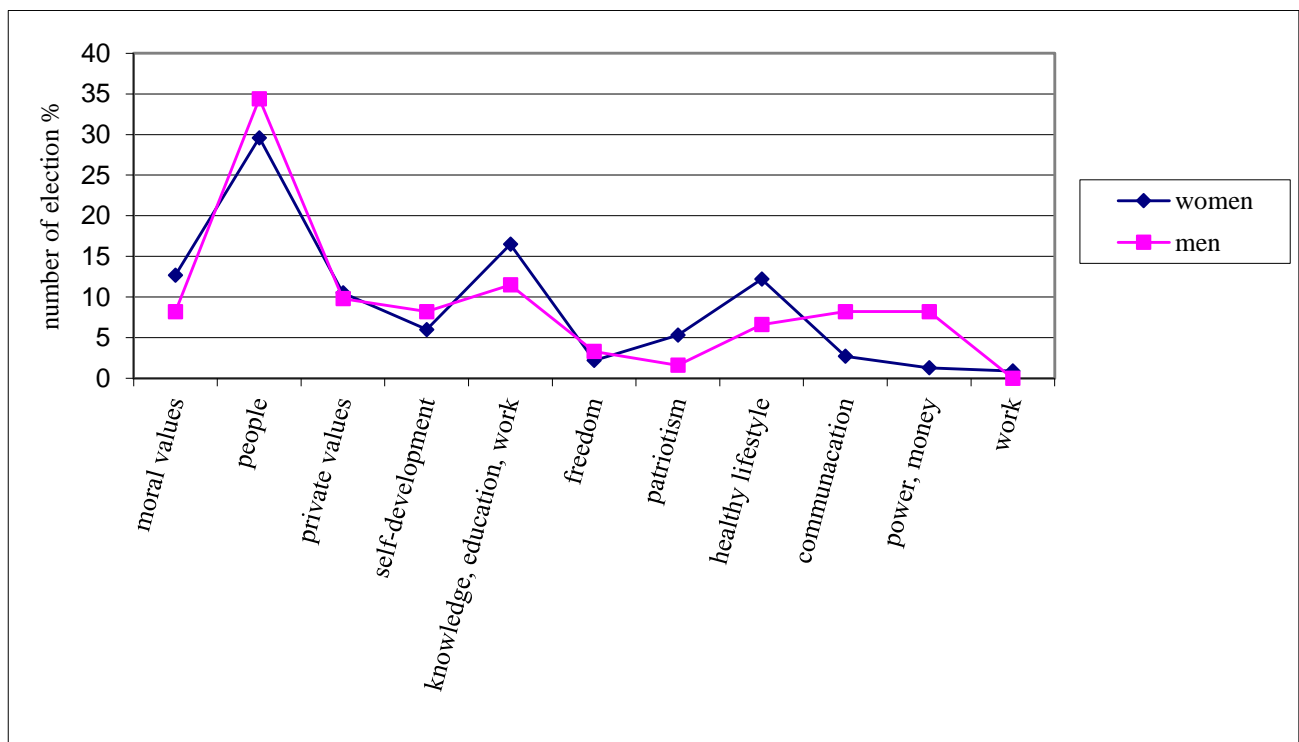


Figure 8. Lifevalues

According to statistics, there are minor differences between boys and girls in their choice of life values. The revealed differences are only by the value of "power and money" (0.05), which is preferred by young men.

Thus, analyzing the data, we can conclude that in the most important personal qualities (knowledge, skills and life values) determination fundamental differences have not identified. At the same time, data processing has shown that all the selected traits are valid and thus, it is necessary to take them into account for all subjects of the educational process in the pedagogical support of students' social adaptation.

The structure of pedagogical support of students' social adaptation

Referring to the pedagogical support of students' social adaptation on the basis of experimental data, the results of theoretical generalization, trial infrastructure data, in accordance with proposed social adaptation areas, we have identified the following components of pedagogical support content: activity based, personal, cultural, social.

Relied on the mentioned above, let us determine the content of each component in the selected social adaptation areas.

Activity based subsystem requires a diversity of activities, methods of work and communication variability, offered by the institution and providing students' involvement.

Personal subsystem includes work on self-cognition, self-development, creating conditions for personal identity, self-actualization and self-affirmation.

Social subsystem involves social environment exploration, social projects development and implementation, social partnership creation, social roles mastery.

Cultural subsystem is aimed at pupils and parents' cultural level raising.

While all these components are closely related to each other, we found it necessary to determine exactly these four, as social adaptation of the individual to the new social environment conditions has two components: procedural and resulting, which we consider in unity of subject and activity based and socio-psychological components. However, students must also assimilate knowledge, values and meanings that are based on activity, behavior and communication.

The content characteristics of pedagogical support of students' social adaptation

On the basis of the above ideas let's determine the content of each component in the selected areas of social adaptation.

Table 1. The content of pedagogical support of students' social adaptation

Components of social adaptation sphere	Cultural (knowledge)	Personal (life values)	Activity-based and social (skills and social roles)
Society	Understanding of society, its values and ways of behavior in society	Formation of affirmation for entry into society, motivation to participate in socially- acceptable activities, encouraging social activity, self-identity	Consolidation of socially- acceptable modes of behavior, activities and communication, mastering the social role of a citizen, a member of society, the possibility of self-affirmation

Table 1: continued

Educational institution (school, additional education institution)	Knowledge of the education system, the specifics of the educational institution one studies at, its accepted rules and regulations	Formation of the affirmation on mastery of the dominant activity, readiness to join the community of peers and adults who wish to implement the rules adopted by the institution, promotion of self-actualization	Conduct in accordance with the requirements of the educational institution, the ability to build business relationships, mastering social roles - student, classmate, opportunities for self-realization and self-affirmation
Family	Knowledge of the nature of the family and its role in society, family roles, the importance of creating one's own family	Formation of the affirmation to create one's own family, the normalization of parent-child relationships	Adequate implementation of the social role - of a son, daughter, grandchild, family members, "the field" for self-actualization and self-affirmation
Informal group	Knowledge of the mechanisms of group formation, its role in person's life	Formation of adequate self-assessment and one's adequate place in the group, willingness to counter the negative influences of the group, awareness of the group's role in one's own live	Entering the reference group, the ability to occupy a certain niche in the group, the mastery of the social role of a friend of, a group member, an organizer and a performer, opportunities for self-discovery, self-actualization, self-assertion
Personal adaptation	Self-knowledge (real self, ideal self, physical self) concept of the structure of personality, socially valuable qualities	Stimulation of self-knowledge, self-esteem, self-actualization, acceptance	The possibility of getting feedback and use it for self-development and self-perfection, development of the ability to use self-knowledge in the process of entering a new social environment

DISCUSSIONS

The problem of social adaptation of the person is considered in the scientific literature mainly in the philosophical, sociological and psychological aspects. And though a man is inherent in the biological form of adaptive activity in relation to the

external environment, he is primarily a public figure, acquiring "over-biological" social nature. In this case, social adaptation is regarded as a form of interaction between the individual and social groups with the social environment in which the requirements are agreed to its participants as the process of adaptation of the subject to the requirements of society. In this context, the problem of social adaptation is analyzed in philosophical and sociological literature (Miloslavova, 1974; Romm, 2003; Safronova, 2002; Shpak, 1992). S. V. Krivtsova (1997), Ya. L. Kolominsky (1987) point out that a person is self-active subject and he can develop in a variety of directions. In the pedagogical context, the social adaptation of students will be regarded as the process and the result of appropriately organized interaction of the individual with a new social environment characterized by life stability, self-determination, self-assertion, self-actualization, self-development (Simonova, 2004). The problems of pedagogical support of students' social adaptation are studied insufficiently from the theoretical and methodological perspective. There have been mostly considered the following issues of pedagogical support in educational activities (Gazman, 1995; Mikhailova & Yusfin, 2001; Anokhina, 1996; Yakimanskaya, 1996) and educational assistance (Strokova, 2002). The term of psycho-pedagogical support is used by L. G. Subbotina (2002). The analysis of scientific papers on support of students' social adaptation shows that there is a lack of studies considering pedagogical support of students' social adaptation.

CONCLUSION

On the basis of the analysis of empirical research results there were identified the most vital life values, knowledge, skills, personal qualities, the formedness of which ensures successful social adaptation of students. The technique of unfinished sentences, the priority of reasonable sufficiency principle, mathematical methods of statistics allowed to define a set of students' personal qualities, knowledge, skills and values that are crucial to be formed in the purposeful activity of teachers. There were determined the 4 components of pedagogical support as theoretical and methodological basis of pedagogical support of students' social adaptation: activity-based, personal, cultural, social. They correspond to the main areas of personal social adaptation.

The following aspects were specified for each component: what is a set of knowledge that provide social adaptation of the individual in society (cultural component), which life values contribute to the adaptation (personal component), which skills (activity-based component) and social roles (the social component) are priority in the pedagogical support of students.

The findings of the study presented in this paper will make it possible for practical education staff to carry out educational support taking into consideration what exactly the values of life, knowledge, skills and social roles are, and how to form them in the specific field of students' social. Besides, these materials also offer a broad problem field for further researches.

RECOMMENDATIONS

Findings of the article may have practical application for heads and teachers of educational institutions of general and higher education, as they allow a more systematic organization and implementation of educational support of students' social adaptation; for scientists investigating the discussed problem the marked areas of pedagogical support content may form the trial infrastructure both for the future researches and development of scientifically rationalized methodological support of this process.

Taking into account the results of this study we can emphasize a number of scientific issues and prospective directions for further consideration: the definition of the specificity of care, support, protection and pedagogical support of students' social adaptation at different age levels within specific areas of support.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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