

Professional Socialization as a Mechanism of Professional Consciousness Formation in Small and Medium-Sized Cities of the Russian Federation's Regions

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Abstract: A theoretical analysis of professional consciousness formation in the course of professional socialization is provided in this research. Professional consciousness is defined as a result of a student's perception and finding of the part of reality surrounding him/her which is directly connected with his/her work. It is a perfect basis for professional behavior; it is formed in the course of direct acquisition and adoption of professional values and norms of society. It was offered to consider a person's ability to orient oneself in the area of industrial relations and to determine his/her role in them as the most important function of professional socialization being a simultaneous process of professional training and labor activity. It was concluded that there is some dependence between the process of professional consciousness formation and several key factors, such as social and psychological features of the students as a social group, sociocultural and economic features of small and medium-sized cities of Russian's regions, which are conditions for realization of the professional socialization process.

Key words: Professional consciousness • Professional socialization • Consciousness • Students • Small and medium-sized cities • Educational and professional activities

INTRODUCTION

Formation of professional consciousness is an important stage in making up of personality of future subject of social and economic labor relations. This process should be considered in unity of three components: consciousness as a mental feature, the process of individual development in society, society norms and values. Professional consciousness is always focused on activity, it can be formed and exist only in the course of public relations connected with employment preparation and ensuring.

Different approaches are used in philosophical science to consider the phenomenon of consciousness: substantive (R. Dekard, G. Leibniz), naturalistic and functional (G. Lametri, P. Kabanis, P. Golbakh), transcendental (I. Kant, G. Hegel), dialectical and materialistic (K. Marx), fenomenological (E. Gusserl, G.-P. Sartr), psychoanalysis (S. Freud), structuralism

(F. Saussure, K. Levi - Stross, P.-M. Foucault), hermeneutics (V. Diltya, P. Riker, Yu. Habermas), cognitivism (G. Piaget, U. Naysen, J. Bruner, R. Atkinson). With development of Russian philosophical thought there are tendencies to personalistic individualism (N. Berdyaev, L. Shestov), universalizm (S. Frank, I. Ilyin, N. Lossky) in researches of consciousness phenomenon [1].

In E.F. Zeer's papers professional socialization is described as a process when an individual takes up a certain professional role, gaining a corresponding social status at the same time [2]. A.K. Markova in her paper "Psychology of professionalism" notes that "...professional consciousness needs to be developed..." [3] though often it is not formed, but develops spontaneously.

The phenomenon of professional consciousness is investigated through its structure, social coloring and its development mechanisms most of all. In terms of methodology professional consciousness is rather a

result of a person's perception of the part of reality surrounding him/her which is directly connected with his/her work [4]. The structure of professional consciousness includes both valuable and rational and sensual and irrational components of future profession perfect reflection. Professional purposes, means used in labor relations, as well as knowledge of subject area of professional activities and competence are key elements of any profession image formed in the course of professional socialization. Hence, the process of professional socialization will determine quality of future workers training, their values, aims and orientation concerning an obtained profession.

The research objective is theoretical analysis of professional socialization as a mechanism of professional consciousness formation.

Technique: General scientific and concrete subject methods, such as theoretical methods of cognitivist approach [5] according to which a professional choice is mediated by beliefs, values, orientations and aims of a person's consciousness; methods of interactionism considering formation of a future professional by means of his/her social interaction [6] were used in the research of professional consciousness formation process. Functional, systematic and complex methods, analysis and synthesis, comparison and generalization, abstraction are used in this article.

Main Part: Consciousness as a psychological phenomenon.

In order to analyze the mechanism of professional consciousness formation it is necessary to describe the concept "consciousness" as a psychological phenomenon. Consciousness has an essential feature: first of all consciousness acquires and accepts the information which conforms to its personal interests and tasks best of all and which has bright emotional coloring [7, 19].

Irrespective of consciousness degree of individuals' mental processes there is a degree of consciousness according to its content, which can change depending on complexity of consciousness content [7, page 28].

Thus, an individual's consciousness is a display of the highest stage of his/her personal consciousness formation; it depends on both mental properties of the person and on the social environment where his/her professional formation takes place.

Studentship as a bearer of forming professional consciousness.

The students are one of the key sources of reproduction of the intellectuals, including economical ones and they play a key role in formation of future administrative personnel [8].

Unlike other social groups and persons of the same age not involved in any educational and professional process, students' values, aims and orientations are formed in the course of their vocational training. Accumulation of professional experience, guidelines and system of values by students in relation to their future professions takes place in educational organizations. Formation of professional consciousness directly takes place in educational organizations in the course of work of teachers, heads of training and students; a possibility to familiarize future professionals with experience and knowledge in the area of their work emerges [9].

Students are characterized by differently directed interests; this fact interferes with definition and implementation of life strategy in social aspect [10]. Purposes, tasks and ideals connected with implementation of personal potential in the professional area are set and directions thereon are determined during educational and professional activities. It should be noted that a student's personality can also easily refuse all traditional norms and patterns of professional behavior if they prevent him/her from achievement of his/her private interests [11].

Professional Socialization: Professional socialization is described as a process of an individual's assumption of a professional role and status for achievement of set tasks in the area of industrial relations [12]. Professional consciousness is formed by means of an individual's acceptance of professional values and norms. Results of professional socialization depend on both activity of the individual and on his social and economic living conditions.

Professional socialization, as a transfer of accumulated experience and reproduction of labor capital, in the course of which professional consciousness formation by means of vocational training and labor activities takes place, characterizes perception of values and norms which gradually form a person's selective and individual attitude to phenomena of professional reality [13].

Features of professional socialization are that students often have to adapt for changes of economic system and norms of professional culture, not understanding their essence and meaning well enough. In order to exclude antisocial forms of professional behavior in future it is necessary to observe a certain sequence in

use of mechanisms of professional norms and experience transfer to an individual in the course of socialization.

There are two main ways of professional socialization. The first is a transfer of professional experience, norms and principles of professional activities [14]. In this case a person receives professional knowledge, skills within his/her competence development, understanding and adoption of principles, norms and values of the professional relations. On the other hand, the person participates in acquisition of professional competences and own professional experience. In this way a position of the person regarding his/her choice of an optimum way for continuous professional self-development [15] is important. Therefore a balance between theoretical and practical components of educational and professional process and its practical orientation is important for any person's effective professional development.

Regarding social and economic environment of modern Russia's cities as certain conditions for formation of students' professional consciousness, a number of their features should be noted. Small and medium sized cities define an image of modern Russia. The bulk of Russians lives in such cities and their adjacent areas, settlements and villages; a shortage or an oversupply of professional personnel as a result of carried-out reforms in the area of professional reproduction is felt here the most sharply.

Features of city-like interpersonal relations, such as their formalization and intensity decrease, weakening of moral principles, excessive pragmatism and thrift, artificial habitat are not shown that obviously in small and medium-sized cities of modern Russia like in large cities and megalopolises. The general characteristic of these cities is their permanent marginal character.

Professional consciousness of students in small and medium-sized cities is formed taking into account the following factors:

- The urban population was growing, generally as result of migration from villages and not in the course of natural increase;
- The basis of urban development is not business activity of people and their self-employment, but creation of city-forming enterprises according to the programs of public financing;
- Urbanization was not always accompanied by development of necessary educational and professional and sociocultural infrastructure.

This led to decrease in culture creative aspect in both professional activity and educational and professional activity.

Process of formation of students' professional consciousness in small and medium-sized cities involves different types of activity where professional socialization take place - cognitive, educational, practice-oriented [16].

The analysis of problems of youth's professional socialization in theoretical aspect with a view to practice of functioning of small and medium-sized cities (municipal units) allows to mark out some dominant characters of this process:

- Considerable and sometimes absolute influence of sociocultural features of the microenvironment peculiar to these communities;
- Influence of the level of social and economic development of the region of residence and the condition of the local labor market on professional consciousness of students;
- Influence of the most related everyday life events, institutional and informal communities on students.

Personality of a young person, formed in conditions of pluralism and having differently directed influences pointed at it, as a rule remains within habitual, traditional sociocultural space of regional small and medium-sized cities.

CONCLUSION

Professional consciousness, being a display of the top stage of individual consciousness development, depends on both mental attributes of a student and on his/her social and professional environment. The mechanism of professional consciousness formation is professional socialization -the process of acquiring of some certain professional knowledge, values and norms by a person which allows him/her to orientate in the area of labor relations, includes a communications space, training, acculturation and sometimes acts as a hidden process of communization of students' feelings and beliefs. The specificity of small and medium-sized cities of Russia's regions as a space of professional socialization of students forms a certain model of accumulation of guidelines and value systems by them concerning their future professions.

Summary: The analysis of professional consciousness formation in the course of professional socialization investigated in cognitive aspect of modern scientific

researches cannot be considered exhaustive owing to specifics of the research object and the questions covered in this article require further investigation and substantiation.

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