

Social Education as the Basis for Professional Teacher Training

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Abstract: In the article, the authors note that social upbringing is the subject of a special study at present. Moreover, they emphasize the importance of such studies for the organization of teacher training. The main research method was a secondary analysis of sociological studies conducted in the Siberian Federal District among students of different types of educational organizations. One of the goals of such studies was to identify the attitude of young people to such a direction of social upbringing as “patriotic upbringing.” Comparing the results of empirical studies, the authors believe that in general, young people are patriotic and are attracted to active forms of social upbringing. Further, the authors provide an overview of various approaches to the concept of social upbringing, noting the importance of the sociological approach. In conclusion, the authors state that further studies of the interaction of social education and social upbringing are necessary in modern conditions. This will contribute to solving various problems in the field of upbringing and education, including in the field of professional training of teachers.

1. Introduction

Upbringing has always been the focus of the attention of both scientists and the public. Thus, the idea of upbringing is already found in the works of ancient philosophers, where the connection between education and upbringing is traced. With the further development of sociology, in particular, the sociology of upbringing, as well as pedagogy and, above all, social pedagogy, the study of upbringing reaches a new level and becomes the subject of special study. But from the very beginning of the allocation of social pedagogy in the system of pedagogical knowledge, there was a wide range of interpretations of its functions and tasks, in particular “to facilitate the integration of the upbringing forces of society in order to spread culture and enlightenment among the people” [9].

In this regard, there was also no unambiguous approach to the consideration of upbringing. So, K. Mannheim saw the task of upbringing in the “preparation of people as active “agents” of social action in conditions of social transformation” [8]. And for A. S. Makarenko, upbringing has always been of a social nature [7].

In contemporary social knowledge, there are also various approaches to the study of the phenomenon of social upbringing. Among them, philosophical, pedagogical, and sociological approaches stand out. The philosophical approach involves analyzing the problems of upbringing in the ontological and epistemological aspects.

First of all, the pedagogical approach is expressed in the description of social upbringing by V. G. Bocharova, M. P. Guryanova, A. V. Mudrik, L. E. Nikitin, and others. According to A. V. Mudrik, “social upbringing is a complex integrated system of measures, interactions, influences, relationships, in which all upbringing forces and means are integrated” [1].

In the context of sociology, social upbringing is both as a social institution and a function of other social institutions and society. The activities of social upbringing as a social institution are methodologically justified by a number of researchers (S. I. Grigoriev, L. G. Guslyakova, L. K. Sintsova, etc.).

Proceeding from the field of vitalistic sociology, they believe that social upbringing is included in the system of social education, which is the living space in which the unity of the individual and social subjectivity of a person is most effectively realized. This contributes to the integration of an individual in

society. [2-3]. Undoubtedly, the basis of such integration is social upbringing, for which at different stages of the development of society, a certain mission is characteristic.

The features of the social upbringing of those specialists who are included in the "human-human" system of relations and need special training have become the subject of study of such branch sociological theories as to the sociology of education and the sociology of upbringing.

The interdependence of social education and social upbringing at a categorical level is considered primarily in sociology (S. I. Grigoriev, L. G. Guslyakova, N. I. Morozova, etc.). This approach is due to the fact that in the 21st century, changes in the living conditions of the population necessitate studies of the upbringing potential of social education. In its structure, such a direction of social upbringing as a patriotic upbringing stands out, which is implemented through a new mission of social upbringing in the 21st century.

In this regard, recently, public attention to the phenomenon of social upbringing is also because there are quite a few factors that must be taken into account in the process of managing the development of the patriotic upbringing of the youth. In this case, first of all, it is necessary to take into account those factors that can reduce or increase the upbringing potential of specific events held in educational institutions.

In order to identify these factors, the importance of empirical sociological research is increasing. These studies make it possible to single out assessments of these activities both by students in these educational organizations and by experts, including teachers and parents. The results of such studies contribute to improving the effectiveness of educational programs that underpin the training of teachers.

2. Materials and Methods

The authors rely on normative documents, such as the Federal Law of the Russian Federation "On Education in the Russian Federation" (December 29, 2012 N 273-FZ), and the state program "Patriotic education of citizens of the Russian Federation for 2016-2020" (December 30, 2015 No. 1493). The authors also conduct the secondary analysis of the results of sociological research projects for 2003-2015.

3. Research Results

Since the beginning of 2000, in the Siberian Federal District, student surveys have been regularly conducted. Although, they have different goals, a number of issues related to the problems of social upbringing are repeated [2; 4; 6], which allows us to identify general trends in the attitude of the youth to the social and, in particular, particular patriotic upbringing.

So, when comparing the results of the analysis of sociological research, the following becomes quite clear. First, among the values of the youth, the priority is taken by the values of self-realization and family values. Second, in determining the composition of personal success, first of all, young people distinguish a healthy family and an interesting well-paid job. Third, the young people interviewed consider themselves patriots, which is expressed, from their point of view, in such personality traits as "pride in belonging to one's nation," "love for one's hometown and country," "readiness for self-sacrifice." Fourth, the majority of young people do not want to change their citizenship and leave for permanent residence in other countries. But some of them want to study abroad, others wish to travel, both in Russia and in other countries.

All studies highlighted a block of questions regarding patriotic upbringing. A general trend is the understanding of patriotic upbringing as the upbringing of love for the motherland. This is expressed, first of all, through knowledge of their country's traditions and customs. Among other forms of patriotic upbringing, the young people identify active forms that, for the ultimate goal, involve achieving a certain result (preparing an exhibition, participating in the creation of museums, etc.), and not just being included in some one-time action (for example, a flash mob).

Along with the youth, a number of teachers and parents were also interviewed, who consider it necessary to change the forms and technologies of patriotic upbringing. From their point of view, this implies an increase in the level of professional training of teachers, including, in addition to knowledge of teaching technologies, knowledge about specific techniques of social upbringing in general and of patriotic upbringing in particular.

4. Discussion

At the turn of the centuries, representatives of different fields of scientific knowledge are increasingly turning to the problems of social upbringing. Proceeding from our analysis, we can conclude that social upbringing is not only an object of study of pedagogy; therefore, the integration of representatives of various areas of social knowledge is necessary. This claim is also supported by the research of many Russian scientists [4-5; 10-11, etc.].

More than that, the problems of the formation of patriotic education acquire particular relevance in contemporary society. Accordingly, the need to improve the forms and technologies of patriotic upbringing, in particular, information technology, is increasing. What contributes to the coordination of the activities of various social institutions is involved in the process of social upbringing.

5. Conclusion

For a long time, the object of scientific research has been the study of upbringing in general. Currently, representatives of different fields of knowledge conclude that social upbringing is the subject of a research focus. In this connection, within the framework of individual sciences, various approaches to the understanding of the nature and essence of social upbringing are formed.

In the context of vitalist sociology (the methodological base of which is the sociological concept of the person's life forces, his/her individual and social subjectivity), it becomes possible to construct a person's living space. Such a space contributes to the efficiency of forming value orientations in a person, revealing the essence of patriotic upbringing and harmonizing the social culture in contemporary society. Today, the actualization of empirical sociological research is also because the implementation of social upbringing technologies, including patriotic ones, lags behind the real needs in society for specialists involved in the upbringing process.

Thus, at present, it seems necessary to intensify comprehensive research in the field of social education and social upbringing in general, as well as patriotic upbringing in particular. This involves developing technologies and forms of patriotic upbringing, which are oriented both to the future teachers (who are students) and to the teachers who are directly involved in the education of the younger generation.

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