Pedagogical Support Components of Students' Social Adaptation

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The urgency of the problem stated in the article is caused by the need of pedagogical support of students' social adaptation on the basis of systematicity, which is achieved if we correctly define the components of the process. The aim of the article is to determine the pedagogical support components of students' social adaptation. The leading approach underlying the research is a system-based synergetic approach. The selection of components and their layout was carried out on the system-based synergetic approach, mainly from the standpoint of classical theory of systems. The pedagogical support of students' social adaptation includes theoretical and methodological, information-analytical, content-related, technological, management and expert components. The content of each component used in the process of pedagogical support offered in the article ensures the effectiveness of the professional work of teachers, who support students' social adaptation. The data of the article are of theoretical and practical importance for researchers in the sphere of social adaptation of personality, and also for education professionals, who realize the pedagogical support of students' social adaptation in practice.

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

INTRODUCTION

In a fast-changing society it is quite difficult for students to adjust themselves to the conditions of the social environment. It is necessary to organize a pedagogically efficient process of pedagogical support for their social adaptation. However, the problem of theoretical-methodological and methodical guidelines of the support remains insufficiently developed.

A system-based synergetic approach is one of the priorities in the process of pedagogical support of students' social adaptation. General Systems Theory suggests that any system has three levels of organization: conceptual– a system-properties level; structural – a level of system-integrating relations; substratum - a level of

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elements (Gavrilin, 2000; Sibgatova et al., 2015; Muravyeva et al., 2014; Zaitseva, 2013). The system is always an integrity, in which the concept and the structure play a leading role (conceptual and structural level), and the elements play a subordinate role. In other words, the system is not determined by a set of elements, but by specific systemically important properties and relations.

The development of conceptual level is achieved by defining common ideas, goals, development prospects. In our opinion, this requires to determine the content of theoretical and methodological component, in particular, to state the aim and to define the tasks; to define the objects and the subjects of the support activity; to outline the main ideas. By modeling the process of pedagogical support of students' social adaptation as a system and introducing into it a number of elements, their relations, it is important to choose the main thing, that will make the basis for the system and its future development.

A functional support structure constitutes the level of system-integrating relations. These are the relations that arise between the subjects of the support process. The support is effective, if and only if there is a relationship of interaction between the subjects of the process. Any educational institution that performs pedagogical support of students' social adaptation should optimally organize the management of this process (Gromova & Alimbekov, 2015; Zakirova, Gaysina & Zhumabaeva, 2015; Kalimullin & Masalimova, 2016; Masalimova, Porchesku & Liakhnovitch, 2016). The most optimal control is built through the lens of matrix and modular models of the pedagogical support.

The substrate level comprises concrete elements. The elements may be passive or active. The active elements, above all, are support entities. The passive ones are, for example, the subject sphere of the institution. It realizes the system of means and ways of interaction, which helps a human being to interact with the social environment. This leads to successful social adaptation of a particular individual. Of high importance is the development a possible structure of the content within the interchange paradigm, which can be represented by the following aspects: personal, activity-related, cultural, social (Simonova, 2004, 2005, Nigmatullin, Simonova & Agathangelou, 2016; Sibgatova et al., 2016).

The content is realized through the organization of activities, which we consider in the context of technology, which very likely provide the forecasted result. The modern concept of technology is, as noted by G. K. Selevko & A. G. Selevko (2002), a content-related generalization and has three main aspects:

1) scientific: technology is a scientifically designed (developed) solution of a certain problem, based on the achievements of psycho-pedagogical theory and best practices;

2) formal-descriptive: technology is a model, a description of the objectives, content, methods and means, algorithms of activities, used to achieve the intended results;

3) process-related: technology is the very process of the activity, the sequence and the order of operations and changes in all its components, including the objects and the subjects of activities (G. K. Selevko & A. G. Selevko, 2002).

All the aforesaid requires structuring and defining the component set of pedagogical support of students' social adaptation

MATERIALS AND METHODS

Research methods

During the research the following methods were used: analysis, synthesis, generalization, modeling. They help to determine the components of pedagogical support of students' social adaptation.

Experimental research base

Experimental work was carried out on the basis of Children and Youth Centre of the Oktyabrsky district in the city of Kirov, special (correctional) boarding school № 1 for orphans and children left without parental care in Kirov

Stages of research

The first stage saw the reasoning of the theoretical and methodological foundations of the study; defining the component composition of pedagogical support of students' social adaptation.

The second stage includes realization of the support in accordance with the selected components.

The third stage involved the analysis, synthesis, generalization of findings.

RESULTS

The needs of modern social practices to optimize students' social adaptation necessitate to build the process of its pedagogical support purposefully and theoretically justified.

Pedagogical support can be directed to an individual system of person support, and can also be carried out in a small group or an educational institution, which observes the rights and obligations of the interacting participants. In this regard, there is a problem of theoretical justification and methodical maintenance of pedagogical support of students' social adaptation. This is an underdeveloped problem in the pedagogical science. Its analysis on the theoretical and practical levels resulted in some generalizations.

First, we rely on an understanding of pedagogical support of students' social adaptation as a process, which is characterized by an interconnected activity of all subjects of the educational process. This activity aims at ensuring an effective interaction of the individual with the social environment, which promotes self-determination, self-affirmation, self-actualization, self-development, the formation of students' life stability (Simonova, 2005).

Secondly, we have defined and presented in the form of a system the component structure of pedagogical support of students' social adaptation (Figure 1).

Considering pedagogical support components of students' social adaptation as a result of theoretical and empirical research, let us give it a detailed characteristic.

Theoretical and methodological component

The purpose and objectives.

For the process of pedagogical support of person's social adaptation in an educational institution the question of pedagogical objectives from the methodological point of view is a question of principle. It is highly important what and to what extent this pedagogical objective programs. In many ways, the selection and formulation of objectives are determined by the theoretical and methodological framework, on which researchers and practical educators rely. We rely on the provisions set forth in the context of multiparadigmatic integrity of personal, activity-related, environmental, and system-based synergetic approach.

It is necessary to disclose each of the selected elements in more detail.

We define the purpose as follows: it is putting in place educational conditions necessary to provide an effective educational support for the process of students' social adaptation.
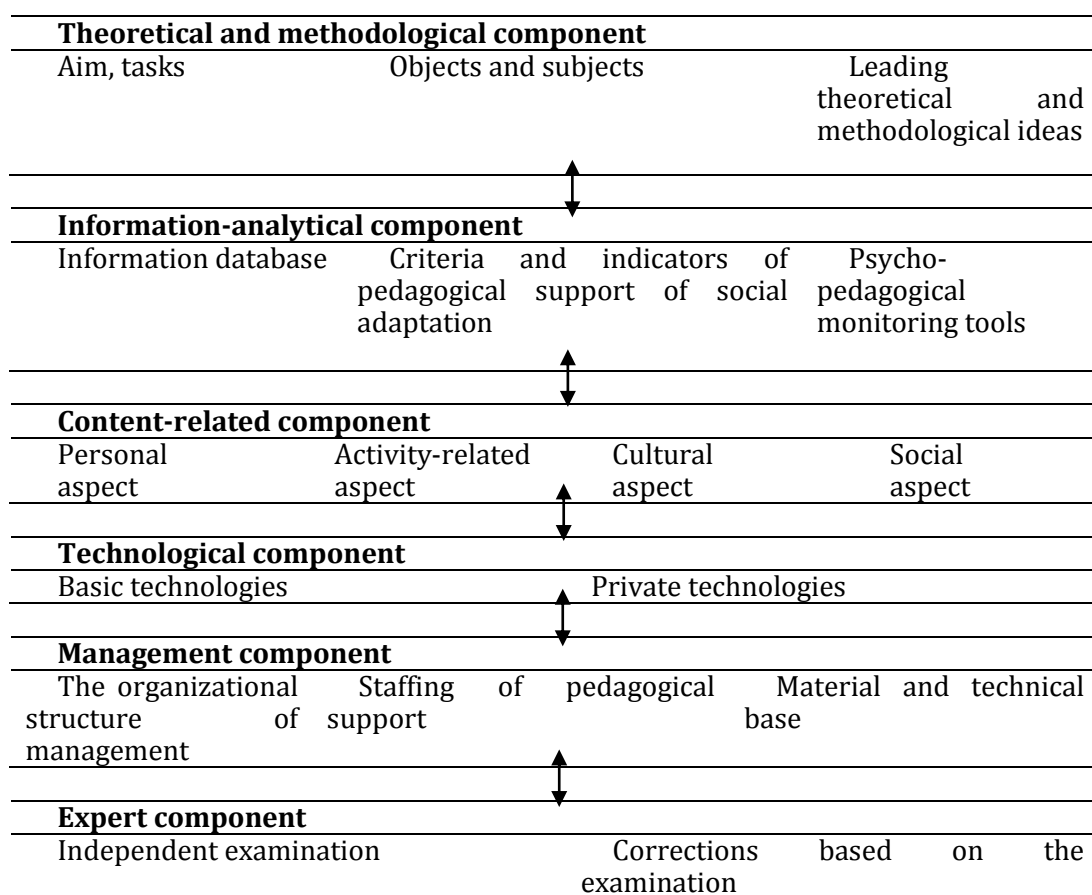
Theoretical and methodological component		
Aim, tasks	Objects and subjects	Leading theoretical and methodological ideas

Information-analytical component		
Information database	Criteria and indicators of pedagogical support of social adaptation	Psycho-pedagogical monitoring tools

Content-related component			
Personal aspect	Activity-related aspect	Cultural aspect	Social aspect

Technological component	
Basic technologies	Private technologies

Management component		
The organizational structure of management	Staffing of pedagogical support	Material and technical base

Expert component	
Independent examination	Corrections based on the examination

Figure 1. Pedagogical support components of students' social adaptation in an educational institution

Objectives:

1. Study family's and school students' interests and needs in the creative development of the child's personality in various activities.

2. Create a comfortable social and educational environment in micro-society.

3. Inter-institutional integration of specialists from different institutions to provide various types of assistance to the family and the child.

4. Develop forms and methods of active involvement of parents and children into the social and pedagogical process.

5. Help students in personal and professional self-determination and self-affirmation.

6. Promote self-development of students' personality.

7. Form school students' life stability as the ability to resist the negative influences of the environment.

8. Methodical assistance to teachers, family, individual child in selecting the means of self-determination, successful self-regulation of person's activity and interaction with children.

Objects and Subjects of the Adaptation Process

In contrast to the processes of training and education, the process of social adaptation, in addition to the linear relation teacher - pupil, suggests an extensive system of relationships and interactions, and a wider range of participants.

Objects and subjects of social adaptation:

- Children who experience difficulties in integrating into society, at the level of

community. The subjects of adaptation – a social worker, a psychologist, teachers, parents.

- Children who experience difficulties in adapting to the family. The subjects of adaptation – parents, a social worker, a psychologist.
- Children who experience difficulties in adapting to the educational institution. The subjects of adaptation – a teacher, a psychologist, a social worker, parents.
- Children who experience difficulties in adapting to an informal communication group. The subjects of adaptation –parents, teachers, a social worker, peers, a psychologist.
- Children who experience difficulties in personal adaptation. The subjects of adaptation – psychologists, social workers.

Let us characterize the activity of experts – the subjects of pedagogical support.

The teacher, while developing and implementing concepts, programs, education technologies, focuses the students' to master knowledge, ways of thinking and activities, personal qualities and values, that are essential to the young man for a successful social adaptation.

A social trainer works with the family, the children from "social risk" groups, teachers, other professionals. He expands social space activities and relationships of the individual and acts as an intermediary between the students and the community, family, peer group, and others.

An educational psychologist monitors the psychological development, is engaged in correction and prevention.

Parents act as carriers and translators of micro-cultural values.

Leading theoretical and methodological ideas

Analysis of the main methodological approaches presented in the second chapter of the thesis, as well as the analysis of experimental work allowed us to highlight the following major theoretical and methodological ideas, which ensure the effectiveness of person's social adaptation:

the idea of personal approach, i.e. to develop personal characteristics of the child in the process of socialization and social adaptation;

- the idea of cooperation, which implies organization of joint (children - parents - teachers) educational, creative and leisure activities;

- the idea of co-authorship, i.e. to create a special system of relations between the family, teachers and pupils, which results in revealing and enhancing their creativity;

- the idea of integration, which implies joining all educational forces of an institution and community into a unified pedagogical process;

- the idea of functioning of an educational institution as an open educational and leisure center in the society, which is available for people of all ages and social groups;

- the idea of updating the content of the activities based on the integration of science and practice;

- the idea of self-determination.

Information-analytical component

Information database

The process of pedagogical support of social adaptation can be effectively organized only on the basis of information charts and matrices that allow to obtain the most complete picture of the community and students.

1. Passport of the neighborhood social infrastructure.
2. Social passport of the families with minor children.
3. Map of a child's living space survey.
4. Passport of informal teenage groups.
5. Information matrix. Information statistics on families and minors at social risk group.

Criteria and indicators of pedagogical support of students' social adaptation

Theoretical principles presented in the previous section make it possible to distinguish the following criteria for pedagogical support of social adaptation and their indicators.

The first criterion is the quality of management activities on pedagogical support of students' social adaptation.

The second criterion is scientific and methodological support of the process of students' social adaptation.

The third criterion is the quality of the educational process.

The fourth criterion is the quality of the bringing-up process.

The fifth is the criterion of personal development.

In the most general form management can be defined as efforts to coordinate the work of others in the social system, as an activity focused on introducing goal-oriented changes to a particular object or process. The goals and objectives can be achieved with the greatest possible effect only in case of qualitative administration of an institution. Thus, we define the following criterion - the quality of management activity.

The idea of pedagogical support depends on the information and methodical maintenance, scientific support of socio-pedagogical activity of the collective, on the professional competence of the teaching staff, the availability of diagnostics and monitoring of social and educational activities, on the psychological support of the process of students' social adaptation. Based on the above-mentioned we define the criterion – scientific and methodological support of the process of person's social adaptation.

Social significance of the educational program objectives allows to consider the educational process as a component of pedagogical support of person's social adaptation. Social competence, social activity, social sustainability of students' personality depend on the quality of educational process organization. In connection with the above-mentioned we define the criterion – the quality of the educational process.

The educational process as a specially organized activities of teachers and students includes education, brining-up process and development of student's personality. But in the context of organizing pedagogical support of students' social adaptation it is justifiable to single out the educational process as a separate sphere. This is where the person moulds himself, develops, improves, exhibits his activity essence, reflecting himself in the world and a world in himself. Therefore, we define the criterion – the quality of the bringing-up process.

Psycho-pedagogical tools

To monitor the effectiveness of the support of students' social adaptation on the basis of the highlighted criteria and indicators various techniques are used. The appendix includes a Monitoring Program, which presents criteria, their indicators and the appropriate tools, which we have tested in the experimental work. But it should be noted that, based on the synergetic ideas, the tools in different educational

institutions may be different. This is due to the qualification of monitoring specialists and the peculiarities of the adaptation subjects.

Content-related component

The content of the pedagogical support process of person's social adaptation in educational institutions is built in accordance with the RF Law "On Education", the Convention on the Rights of the Child, the Development Concept of Additional Education, the education system modernization program. This component is considered as part of the interchange paradigm, which is represented by four aspects: personal, activity-related, cultural, social. Justification for such a set of components is given in the preceding chapters.

1. The personal aspect is directed to work on self-knowledge, self-development, creating conditions for self-determination, self-actualization and self-affirmation.

An individual, taken as a whole, has two interpenetrating sides, two structures: psychological, defining his personality, and social, defined by his social roles and experience in a particular social environment. Both are necessary for successful social adaptation of personality. The highest level of personality is his orientation. This orientation can also be presented as a hierarchically interrelated row: affections, desires, interests, inclinations, ideals, personal "view of the world", the highest form of orientation is beliefs.

The task of pedagogical support is to create conditions for enhancing the psychological and social structures of a person in class activities and extracurricular life. This is possible both during the lessons and by conducting training sessions. That is, each teacher or other specialist, who provides educational support for students' social adaptation, can use a wide range of methods, techniques, tools and technologies. The main thing is that they must comply with the interests, the needs of pupils and the main objectives of their psychological and social development.

Of great importance in this subsystem is a competent psychologist, who is to make a diagnosis of personal development and advise parents and teachers on the support of person's social adaptation. The priority here belongs to the individual support. However, a person is a social being, therefore, we have singled out a social subsystem. A person realizes himself in activity.

2. The activity approach requires a variety of activities, variability of work and communication methods, that are offered by the institution and where the students are involved.

A methodological basis for this subsystem is the activity approach, which involves an individual into a variety of activities and relation systems.

First of all, for successful social adaptation of personality, it is necessary to include him in the process of mastering the dominant activity. Therefore, the support task is to trace, firstly, whether the child is involved into the dominant activity and, secondly, how well he masters it. Unfortunately, in difficult socio-economic conditions, in the time of school reforms, many children are not involved in the leading activity, or are limited in mastering it. A most important role in the social adaptation of the person plays the availability of opportunities in an educational institution to involve school-students in a variety of activities outside school hours. Often, as experience shows, students unsuccessful in the studies assert and develop themselves in other types of activities: sports, creative, aesthetic, artistic. In this way, they gain self-confidence, adequately build self-esteem and transfer successfulness on learning activities. The acquired skills help to choose a profession, to self-actualize, which generally contributes to social adaptation and the state of adaptation. School-students achieve some positive results: participate in competitions, festivals, sport games. And even if they do not always win, the acquired experience lays the foundation of character, ability to adequately respond

to the successes and failures in life in general.

Teachers need to motivate children and to create the conditions: either by opening school hobby groups, studios, clubs, or invite experts of further education institutions to organize extracurricular activities, or show the possibilities of social environment in the institution – to tell the children or take them to those institutions that are located in the school neighborhood. Many educational institutions use all the three options to create the conditions for development and social adaptation of children, adolescents and young adults.

Support under the activity-related subsystem is implemented in the light of the following conditions:

- the variability of the activities content in an educational institution;

- students' orientation on the basic activities (value-oriented, cognitive, communicative, aesthetic, physical, spiritual) based on their aptitudes, interests and personal characteristics;

- the formation of students' innovative approaches to solving problems in the activities and fellowship;

- the development of the material base in accordance with the social need;

- the availability of human resource capacity in accordance with the needs of students (involving specialists from other institutions on mutually beneficial terms).

Therefore, the activity subsystem is a necessary but not the only component in a content-related unit of pedagogical support of students' social adaptation. Critically important is also the cultural subsystem.

3. The cultural aspect aims to raise the cultural level of pupils and parents.

The need for this subsystem is connected with the fact that the modern Russian culture acts as a complex multi-faceted phenomenon. It reflects the changes that are taking place in public life. At that, culture combines the contradictory tendencies of socio-cultural and human problems with changing attitudes to science, culture, education, a particular person. In recent decades, our society witnesses changes in the system of values and worldviews due to the changes in social structure, economic crises. Misunderstanding or misinterpretation of spiritual ideals creates conditions for moral chaos, social selfishness, universal bitterness, leads to an increase in crime. This situation is especially difficult for children and adolescents who are exposed, primarily through the influence of the mass media, to differently directed effects, including the effects of counter-culture. The immature worldview, a low level of basic cultural identity often lead to social exclusion of the individual. Therefore, it is important to single out the cultural subsystem in the process of students' social adaptation.

Only the life-giving atmosphere of culture may raise a person striving for self-realization and having a sense of social responsibility, who is able to think critically, to appreciate the spiritual and material wealth accumulated by humanity. The educational effects of culture are associated not only with the ability to broadcast national and universal values, norms, traditions, but also with the effect of inclusion in the multidimensionality and ambiguity of the world. Culture pushes the boundaries of choice, allows a person to seek answers to his questions, to relate his ideas to those that have been established in the community. This will undoubtedly contribute to a more successful social adaptation of the student's personality.

Values are the most important content-related element of this subsystem. Values are the highest purposes of the human life. Value is a form of manifestation of a certain kind of relationship between the subject and the object, pointing to the human, social and cultural importance of the latter. Values are generated by culture; their content embodies cultural patterns of social and individual life of the people. Commitment to these allows a person to justify the meaning of life. Man finds, discovers, and chooses meaning among the values of life and culture. However, only after these values are realized on a personal level, become the subject of his

experiences, only then their meaning becomes the property of the individual. The process of support of person's social adaptation involves working with meanings, values, and the system of personally important relations. They permeate all the above-mentioned subsystems.

4. The social aspect involves the exploration of the social environment, the development and implementation of social projects, the organization of social partnership.

Pedagogically well-built support for students' social adaptation allows by means of project activities to form a proactive attitude, independence, leadership qualities, and to create conditions for self-determination, self-actualization and self-affirmation of an individual.

Thus, the social subsystem is essential in the pedagogical support of students' social adaptation.

The activities of each substructure may be provided by the corresponding service. As an example let us take the model of socio-pedagogical complex, which exists on the basis of Children and Youth Centre of the Oktyabrsky district in Kirov. Here pedagogical support of students' social adaptation is carried out by the service of social and psychological support, service of social and professional self-determination, service of leisure and cultural animation, in the activities of specific (correctional) boarding school № 1 for orphans and children left without parental care in Kirov, which is also a medical service.

Technological component

This unit implements pedagogical support through a wide range of different technologies. We see them in the context of social technologies and distinguish basic and private technologies.

Management component

This component sets the management model of an educational institution. Today there are different variants: matrix, structural and functional, divisional, network. Teachers get to choose. It is important to emphasize that management should involve teaching staff and children's groups, parents.

Staffing and material base play an important role in the process of social adaptation support. In this connection it is necessary to specially organize the subject sphere of the educational institution, involve students in its creation and development.

Staffing involves interdepartmental integration of specialists to ensure successful support of students' adaptation in the community. As mentioned many times before, the successful support is ensured by interrelated activities of teachers, class teachers, an educational psychologist, a social care teacher, additional education teachers, focused specialists. Material and technical base of largely determines the possibilities of social adaptation of personality and influences the selection of contents and activities of the institution for pedagogical support.

Expert component

A study of socio-pedagogical phenomena and processes requires scientific analysis and synthesis. To do this, you must carry out their expertise. Relevant education authorities invite or appoint experts. They can be both scientists and practical experts – skilled specialists in the given research and practice field. In modern conditions an expert is viewed more as an independent, competent person,

who can competently, on a high professional level, evaluate the analyzed phenomena or processes.

Expertise as a method involves orientation, above all, on the competence and experience of the specialist expert, whose personality is the main research tool. Here lies, according to the researchers (V.A. Yasvin), the fundamental difference of expertise from diagnostic examination. In our experimental work we invited experts from the Department of Education of the city administration, scholars of Vyatka State Humanities University, the expert board of Kirov Regional Institute of Teacher Training.

Specialist experts in accordance with the stated problem determine the course and logic of the examination. They point out the following stages in the psychological and educational examination.

The first is an information stage. An expert or experts collect information about the educational institution through a variety of methods: observation, analysis of school documents, products of students' activities, conversations, interviews, analysis of the subject sphere of an educational institution, etc. At this stage, they accumulate maximum amount of information from different subjects that define expert's activity at the next stage.

The second stage is diagnostic. The use of structured techniques, specific psycho-pedagogical tools allows us to ascertain the accuracy of the information received, reinforce the conclusions and assessments using objective methods.

The third is a final stage. On the basis of the data received at the previous stages they prepare an expert opinion, which may include:

- a brief description of the problem and formulation of the purpose of the expertise;
- members of the expert group;
- a complete list of information sources;
- a general description of the educational environment;
- expert assessments;
- expert advice.

The importance of this stage is associated primarily with the prospects of development of the institution and student's individuality in it. Expertise and expert evaluation are needed to monitor the activities of the institution operating in the developing mode and giving priority to student's personality.

Thus, the given component structure of support of person's social adaptation in an educational institution outlines the organization process in an educational institution of any type.

This tendency is confirmed by the results of the survey conducted by sociality questionnaire (author L. V. Baiborodova), which included school students, involved in the pedagogical support of students' social adaptation. We noted the positive dynamics in the course of experimental work on the following parameters:

– adaptability – the ability to actively adapt to the conditions of social environment increased from 43 to 51%;

– autonomy – a set of self-oriented settings, stability in the self-evaluated behavior and relationship has increased from 39 to 51%;

– social activity understood as readiness for social activities has increased from 22 to 76%;

– moral educatedness as the degree of formation of humanistic values in children from 34 reached 66%.

DISCUSSION

1. The problem of person's social adaptation is considered in the scientific literature, mainly in the philosophical, sociological, psychological aspects. And

although the biological form of adaptive activity towards external environment is inherent to man, he is, first of all, a community being, acquiring "beyond-biological" social nature. In this case, social adaptation is considered as a kind of interaction between the individual or social groups and the social environment. During this interaction the requirements to the participants are agreed as a process of the subject's adaptation to the demands 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), and others.).

2. S.V. Krivtsova (1997), Y.L. Kolominsky (1987) point out that man is an active subject of self-development, he is able to develop in a variety of directions.

3. In the pedagogical context, we will understand the social adaptation of students as the process and the result of pedagogically effectually organized interaction of an individual with the new social environment, which is characterized by his life stability, self-determination, self- affirmation, self-actualization, self-development (Simon, 2004).

4. Insufficiently worked out from the theoretical and methodological point of view are the problems of pedagogical support of students' social adaptation. Scholars mainly deal with general issues of pedagogical support in educational activities (Gazman, 1995; Mikhailova & Yusfin, 2001; Anokhina, 1996; Yakimanskaya, 1996), educational assistance (Strokova, 2002). They use the term psycho-pedagogical support (Subbotina, 2002).

5. The analysis of scientific papers on support of students' social adaptation indicates lack of studies, examining pedagogical support of students' social adaptation.

CONCLUSION

A detailed examination of pedagogical support of students' social adaptation helps to distinguish the following components: theoretical and methodological; information-analytical; content-related; management; expert.

The theoretical and methodological component includes goals setting and task definition; definition of objects and subjects of the support activity; outlining the main ideas.

The information-analytical component includes creation of a common data bank; definition of criteria; the selection of diagnostic methods in accordance with the parameters for the selected criteria.

The content-related component includes the possible structure and content within the interchange paradigm, which consists of four functional subsystems: personal, activity-related, cultural, social. The presence of these components contributes to the effectiveness of social work and successful social adaptation.

The technological component is provided by basic and private technologies of pedagogical support of students' social adaptation.

The management component involves creating an optimal organizational process management structure of pedagogical support of social adaptation.

The expert component includes analytical activities on the effectiveness of the model, conducted by internal and external experts and making the necessary adjustments.

Thus, in view of the obtained results of the study presented in this paper, the discovered pedagogical support components of students' social adaptation will enable practical educators to effectively carry out professional activities. It can simultaneously act as a pedagogical support technology.

RECOMMENDATIONS

The data of the article may be useful in practice for heads and teachers of educational institutions of basic and higher education, as they allow to organize and

implement pedagogical support of students' social adaptation more systematically; for scholars, studying the problem, the highlighted component set of pedagogical support forms the basis both for experimental studies, as well as for the development of scientifically-based methodological support of the process.

In view of the results of this study we can identify a number of scientific problems and promising areas for further investigation: the specific character of help, support, protection and promotion of pedagogical support of students' social adaptation at different age levels in specific areas of the support process.

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