

## Theoretical Analysis of the Term “Professional Socialization” of Future Economists

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### Abstract

The article deals with the problem of professional socialization of future economists, affirms the need for professional socialization of students in the learning process on the basis of the analysis of scientific and methodical literature, defines the term “professional socialization”, provides a schematic representation of the structure of professional socialization, presents the conditions of successful professional socialization, analyses the specifics of professional activities of economists. Author defines “Foreign language” as a discipline having great potential for forming professional socialization. The aim of the research: the main aim of this article is to review various ideas of professional scientists on the theory and practice of professional socialization, to clarify the notion of professional socialization. Research methods: the main research method used while working on the article is literature analysis for critical consideration of different scholars ideas on professional socialization and educational environments; also comparative method, content abstraction and generalisation are applied for concretising the notion of the term "professional socialization". Results: the notion of professional socialization and its structural concepts are concretised, grounded and described.

**Keywords:** Professional socialization; Structure of professional socialization; Conditions of successful professional socialization; Foreign language professional training; Foreign language; Future economists' Training.



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## 1. Introduction

### 1.1. The Aim of the Research

The main aim of this article is to review various ideas of professional scientists on the theory and practice of professional socialization, to clarify the notion of professional socialization and to analyze the most favorable conditions for self-development of future specialists during the educational process. In the context of globalization, higher education in the Russian Federation aims to develop the specialist's ability to participate actively in the life of society and intercultural communication. The dynamics of modern social changes, as well as the need for specialists in the field of economics who possess not only professional knowledge but also general cultural competences, have determined the social and pedagogical problems of the study.

The modernization of economic education in the Russian Federation is based on the following legislative and regulatory provisions set forth in the Federal Laws of the Russian Federation: “On Education in the Russian Federation”, “On Higher Education”, “Federal State Educational Standard of Higher Professional Education in the Field of Preparation “Economics”, “The concept of long-term socio-economic development of the Russian Federation until 2020”.

Priority directions of the state youth policy of the Russian Federation are the creation of conditions for a successful socialization and effective self-realization of the youth. The need for the independent and effective solution of emerging problems by young people puts forward new requirements for the professional training of future specialists in higher education institutions: they must possess not only professional and informational but also general cultural competencies that contribute to a profound vision of professional and social problems. Taking into consideration the new tasks, the development of effective ways of professional socialization is of particular importance since it plays a significant role in the professional development of future specialists.

## 2. Methods and Materials

### 2.1. Research Methods

The main research method used while working on the article is literature analysis for critical consideration of different scholar's ideas on professional socialization and educational environments; also comparative method, content abstraction and generalisation are applied for concretising the notion of the term "professional socialization".

In a broad social context, professional socialization includes, on the one hand, professional formation and development of the personality, on the other hand, represents the process of the social formation of the individual, assimilation of social experience, values, norms, patterns of behavior and their subsequent reproduction in the course of their labor activity.

The term "socialization" is used for the determination of the process of formation and development of the personality from the end of the XIX century (E. Durkheim, G. Tarde, O. Comte, A. Quetelet, G. Spencer, K. Marx, etc.). Theories of socialization were based on various approaches of the consideration of the role of the objective and subjective, individual and social as a primary reality.

National and international researchers devoted their works to the peculiarities of the process of socialization of the youth: within the framework of the structural and functional approach they are E. Durkheim, T. Parsons; of stratification concept - M. Veber, P. Sorokin; national scientists V. Anurin, E. Dombrovsky, V. Moskalenko devoted their works to the theoretical aspects of socialization of an individual; the researchers E. Golovakha, E. Klimov, S. Chistiakova considered professional socialization of an individual as an integral part of life self-determination. The problem of studying the phenomenon of socio-professional mobility was widely considered in the writings of R. Bendix, P. Blau, O. Danken, E. Jackson, G. Crocket.

## 3. Discussion

In modern sociology, the concept of "socialization" is viewed as "a two-way process of the constant transmission by society and individual's mastering of social norms, cultural values and patterns of behavior throughout his life that allow an individual to function in a given society".

The most significant influence on the process of socialization of an individual is provided by social institutions and, above all, by the institution of professional education. Thus, T. Parsons studied education as an institution of socialization and considered educational institutions and their elements as social systems (systems of roles, norms, etc.).

E. Durkheim defines socialization as a process of mutual influence of biological and social natures. In particular, E. Durkheim considers that socialization is the subordination of the biological nature of a person to a social principle, the strength of which depends on the degree of development of social solidarity, and the main function of socialization is the establishment of homogeneity and integrity of society. The personality is recognized as a socialized one provided that he is endowed with the ability to suppress individual interests in the name of the public. Society controls biological nature of a man restraining his impulses while the biological nature of a man is at variance with his social activities formed by the process of education which causes a constant internal discomfort and state of tension of the individual. The indicated tension is removed only under the influence of society, which determines the activity of the individual, thus, underlies the mechanism of socialization. The educator plays a significant role in the socialization of a person, while Durkheim emphasizes that it is important to take into account the influence of the social environment, as well as what the natural abilities of a person and their nature are. According to Durkheim, the main function of socialization is to associate individuals with the idea of "collective consciousness" thereby establishing the integrity of society (Durkheim, 1996). Smelser points out that socialization is not ideal, and social control should also monitor the implementation of the norms of society (Smelser, 1994). Through the use of education the individual passes from one social position to another, a higher one which allows the individual to become more successful in society, as Sorokin notes that "the institutions of education and upbringing, no matter what form they take, have been means of vertical social circulation in all centuries" (Sorokin, 1992). According to the concept of K. Marx, man is the totality of his social connections, hence emancipated society is identical with the emancipated self. Socialization of a person is not equated with the passive adaptation of people to the social environment but encompasses their own practical activity, while G. Tard defined the social and communicative activity of the individual in the form of imitation as the basis for the development of society (Tard, 2011).

Professional socialization of an individual is conditioned by various factors among which one of the main is social expectations realized in that the society not only determines goals, norms but also requires their implementation. To implement this goal, special institutions are created and they are engaged in the education of the necessary type of a personality. In the framework of the "critical theory" of Habermas (2006). in the case of social expectation, socialization is the progressive formation of certain types of communicative actions in the personality, depending on which a particular behavioral expectation is reproduced. Only a "part" of the personality is socialized, representing the social essence of the individual, the second "part" can remain critical to the existing system of norms and rules in society.

T. Parsons defines expectation as one of the elements of the interaction of the individual with others taking into account that the social behavior of a person must correspond to the expectation formed in society. Therefore, in the process of socialization based on public expectation, a person receives age-appropriate attitudes that are called social roles. People who have a high motivation for the profession and career tend to develop social environment more

actively, to establish social ties and seek new contacts. The acquired social role can be called the result of expectation.

You cannot but agree with the opinion of the researcher N. Perinskaya who gives, in our opinion, an inclusive definition of the phenomenon of “professional socialization” (Perinskaya, 1998). On the one hand, it is a process of entering the individual into the professional environment – familiarization with the working environment, developing professional experience, mastering the standards and values of the professional community, on the other hand, it is the process of active implementation of accumulated professional experience, in which various types of adequate behavior are manifested not as subordination to external requirements but as the choice of an optimal behavioral solution that involves continuous professional self-development. It should be noted that S. Kuchmieva, E. Studenikina, I. Vorobyova and other researchers uphold the same views.

The society is not neutral towards the individual: it assesses whether a trained specialist meets the needs of the development of production and the society at a given time. The evaluation of the expected (positive or negative) conformity to what has been achieved as a result of socialization is considered one of the mechanisms of socialization, as it reveals weak and strong sides and contradictions which can show the directions of effective development subsequently.

The social order reveals the need for competitive new generation specialists who can organically adapt to professional activities in the world of various contacts. The lack of knowledge and personal competence is increasingly the cause of insufficient socialization of graduates. Young professionals do not know how to get along with people and build positive relationships, to reckon with others, to obey, to perform the task clearly and to take responsibility. The future specialist should be adapted to social interaction and the market. The Testing and Development Center “Humanitarian Technologies” has conducted a case study on the issues of studying the specifics of personnel work with young specialists among employers from various regions of Russia. Approximately 150 employer companies took part in the survey, about 50% of them represent Moscow and the Moscow region, 15% – St. Petersburg, and another 35% – other major cities and regions of Russia: Kazan, Krasnoyarsk, Murmansk, Nizhny Novgorod, Samara, Togliatti, Yakutsk, Chelyabinsk, etc. In accordance with the results obtained, today HR managers are primarily interested in the following competencies: motivation for achievement, ability to organize their activities effectively, development orientation, communication skills, and customer orientation. These competences characterize a successful young specialist for the majority of employers. A specialist, who possesses them, as well as the necessary education, will always be in demand on the labor market.

Thus, the expectation of society can be considered as one of the main mechanisms of professional socialization. Interaction in society occurs due to the fact that society expects the necessary professional and individuals search for their place in society. The expectation can be mutual which implies the presence of at least two subjects of expectation. Considering professional socialization, we can talk about the existence of at least three subjects:

- socialized individual (expectation of interesting work, high earnings, decent working conditions, a cohesive team of people who understand you, etc.);
- community (the expectation that the individual has learned the system of values, the requirements of a certain type of behavior, tolerance to various religions, etc.);
- separate professional organization (expectation of possession of certain personal characteristics, expectation of necessary level of professionalism and of an appropriate level of computer literacy, etc.).

According to the researchers N. Shatalova and Y. Zhemanov., formulation of the society's expectations plays a significant role for a preparation of a future specialist, and becomes a socializing mechanism for a certain interval of time (Shatalova and Zhemanon, 2013). When socialization is examined as a whole, first of all, a person passes the stage of primary socialization: he receives and assimilates universal social and cultural knowledge before a period of choice of a future profession and obtaining necessary knowledge for professional growth in one sphere or another. The child does not have exact expectations about future reality, including professional sphere because of his age. It should be noted that during student's period, the formation of the personality as a subject of professional activity takes place, a future specialist builds expectations regarding the activities that are to come in the professional sphere: working conditions, wages and so on. Students are aware of various aspects related to future profession so attitude towards profession gets meaning and content. Educational activity is a means of achieving professional learning goals and it motivates during this period. Knowledge, skills, as well as value orientations obtained at the university, contribute to independent decision-making, determine a high level of creative activity. Successful professional socialization is predetermined by personal activity because interaction in society requires the adoption and implementation of certain decisions that is carried out through the construction of strategies for activities.

In order to determine specific practical recommendations on the professional development of the individual, we will analyze essence of professional socialization. Understanding mechanisms of socialization can become a source of effective personal development, growth in the professional sphere, and a successful career.

We will carry out the content analysis of this phenomenon. The expression “professional socialization” is derived from the general term “socialization” and defines the word “professional”.

In this regard, the definition of the term “socialization” will be examined. This word has the following meanings:

**Table-1.** Definition of a term “socialization”

Pedagogical Dictionary	a process of assimilation and active reproduction by a person of social experience, mastering skills of practical and theoretical activity, transformation of real relationships in the qualities of an individual.
Large Psychological Encyclopedia	a process and result of the assimilation and active reproduction of an individual social experience carried out in communication and activity.
Encyclopedia of Cultural Studies	a process of assimilation and active reproduction of individual socio-cultural experience (social norms, values, patterns of behavior, roles, attitudes, customs, cultural traditions, collective representations and beliefs, etc.).
The Newest Philosophical Dictionary	a process of operational mastery of a set of programs of activities and behaviors that are characteristic of a particular cultural tradition, as well as a process of internalization of an individual expressing knowledge, values and norms.
Encyclopedia of Sociology	a process of formation of an individual, the assimilation of the individual values, norms, attitudes, patterns of behavior inherent in this society, the social group.

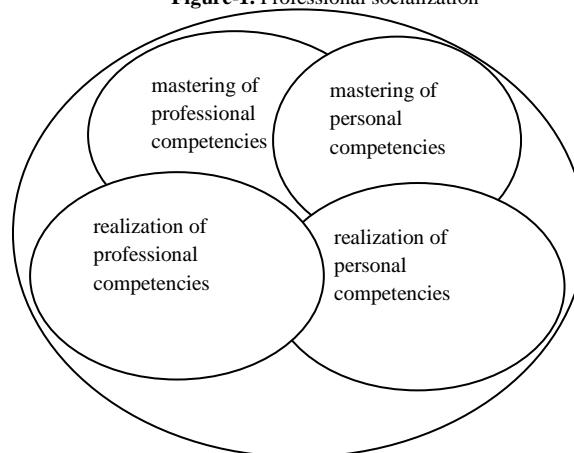
Thus, socialization is understood as a broad and multifaceted process of assimilation of experience of social life and its reproduction by a person which is explored by various sciences.

Explanatory dictionary of foreign words by L. Krysin gives the following definition to the term ‘professional’: “relating to a profession, associated with the profession”, so during professional socialization a person enters into social relations with other people who belong to a certain professional environment (Krysin, 2008).

So, professional socialization can be viewed as a process through which a person becomes attached to certain professional values, includes them in his inner world, shapes professional consciousness and culture, prepares himself objectively and subjectively for professional activity.

Schematically professional socialization can be represented as a set of intersecting subsets (see Figure 1):

**Figure-1.** Professional socialization



From the scheme presented in Figure 1, it can be seen that the structure of professional socialization in a higher educational institution is presented as an interaction of processes of mastering of professional competencies, mastering of personal competencies and active process of implementing professional and personal competencies. To develop a model of professional socialization, expectations of society, expectations of professional communities and expectations of socialized individuals should be taken into account, since they have a direct impact on the socialization of the individual.

During the educational process, there exists an interaction between teacher and students, which is a certain system of social actions. The concept of system of social actions is thoroughly studied in the works of T. Parsons.

T. Parsons considered any stable complex of repetitive and interrelated interactions of subjects and objects of action as a system of social actions. The actor is a certain set of social roles, and the system of social actions is a set of institutionalized actions for the implementation of specific social functions. He considered the following functions as the main ones of society:

- adaptation – adaptation to the external environment;
- goal-setting – meeting personal needs;
- integration –ensuring conflict-free relations;
- maintenance – reproduction of structure and removal of tension (Parsons, 2000).

According to T. Parsons, depending on the above functions there are four systems in society: social, organic, personal and cultural. T. Parson argued that task of all institutions of socialization is to form a sense of devotion to a system that comes into society of “newcomers”. In his opinion, social roles performed by a person provide work of a social system, and function of integration is realized through legal institutions. The most important element of functioning of the organic system is material needs of society. Realization of the function of adaptation occurs with



the help of economic institutions. For the personal system, the main stimulus is personal motivation, the function of the goal-setting is formed with the help of political institutions. For a cultural system, value orientations become a factor of functioning, and an active role belongs to familial, educational, moral, artistic and religious institutions in the implementation of function of maintaining. In this case, organic, personal and cultural systems represent the environment of the social system.

Functions of the system, singled out by T. Parsons, emphasize the role of public and personal expectations in process of professional socialization. So, social expectation is a condition that allows a person to adapt to a surrounding socio-cultural environment. An individual tries to meet the expectations of society that are not static. Professional socialization also involves realization of expectations through preparation of the required type of a specialist. Considering the fact that future specialist and the society to which he belongs have their goals and expectations, we distinguish the following functions of professional socialization of a future specialist: implementation of social priorities, social modeling of a specialist, embodiment of personal expectations, professional-personal self-modeling. Implementation of these functions corresponds to achievement of both public goals (approval and implementation of the social order) and individual (self-realization, self-affirmation, disclosure of potential) and involves fulfillment of a number of tasks by the society. In socialization, Parsons assigns an important role to the institutions of education, which reduce the contradictions between the family and production.

Thus, the expectations of society, of an employer, as well as of a future specialist himself, have a significant influence on the formation of socialization of a future specialist. Also it should be noted that these expectations are formed on the basis of the specifics of professional activities of the future specialist.

In accordance with the Federal State Educational Standard, a specialist in the field of economics must solve various professional tasks in accordance with the types of professional activity: conduct not only economic and analytical, research activities, search for information on the task received, collect and analyze data required for specific economic calculations; prepare information surveys, analytical reports; conduct statistical surveys, questioning and primary processing of their results. In addition, economists participate in the development of design decisions in the field of professional activity, preparation of proposals and activities for implementation of developed projects and programs; conduct organizational and management activities; participate in the development of variants for management decisions, justify their selection based on the criteria of socio-economic efficiency taking into account risks and possible socio-economic consequences of decisions. Therefore, important tasks of the professional activity of an economist are the following: organization of the execution of the assigned stage of work; operative management of small collectives and groups formed for the implementation of a specific economic project. A specialist in the field of economics must have an integral system of social, humanitarian, cultural knowledge that helps him to adapt organically to the professional activities in the world of both personal and professional contacts.

The need for personal development of students associated with the new conditions of a competitive professional environment, poses the following tasks before the teacher of the university: to take into account the interdisciplinary connections between subjects, to ensure the conditions for professional socialization of students. It is necessary to help the student understand the priorities of development in specialty, the socio-economic situation of the country and, accordingly, the expectations of society from a specialist in the economic sphere.

The undergraduate program in the field of preparation "Economics" provides the following training cycles: humanitarian, social and economic; mathematical and natural sciences; professional. According to the researchers [Fominykh \(2014\)](#) and [Yenygin \(2014\)](#). "Foreign Language" is the only one among the obligatory disciplines of the humanitarian cycle having numerous opportunities to form professional socialization. Communicative orientation of discipline certainly creates favorable conditions for mastering the social role of the future economist and successful adaptation to professional activity ([Fominykh et al., 2016](#)).

Moreover, it should be noted that much attention should be paid to the creation of a computer-oriented environment for the foreign language professional training as it has a potential to the creation of the conditions for the development of necessary personal and professional qualities of a modern specialist in his field. Using the environmental approach in the training of future economists can be a key factor in achieving openness, dynamism and competitiveness of higher education institutions ([Fominykh, 2015](#)).

Having analyzed different viewpoints on the problems of foreign language teaching and professional development of future specialists ([Lieberman, 2014](#)); ([Dmitrii et al., 2018](#)); ([Ritva Ala-Louko, 2017](#)). Developing, ([Laura Cardona et al., 2015](#)); ([Lafraja, 2012](#)); ([Yefimova and Belkina, 2017](#)); ([Kurashinova, 2017](#)); ([Nikolaeva and Yarimaka, 2017](#)); ([Zubkova, 2017](#)); ([Mikhaleva, 2017](#)); ([Babichev, 2017](#)). we can consider that cultural awareness effects students' ability to assess events from different viewpoints, understand and accept the positions of other participants of the learning process, formation of prospect professionals' ability to communicate with their business partners equally effectively, regardless of any cultural differences. Thus, to reach the goals of internationalisation defined in the degree competencies, methods to develop the students' intercultural communication competence should be included in the curriculum.

#### 4. Results

The notion of professional socialization and its structural concepts are concretised, grounded and described. Taking into account high potential of the discipline "Foreign Language" for the formation of professional socialization, we believe that this issue requires a detailed study.

## 5. Conclusion

To conclude, the professional training of an economist is a complex, multifaceted process that allows active use of foreign experience and introduction of new innovative programs. Having analyzed the specifics of the professional activity of economists, we come to the conclusion that a future specialist must be prepared not only for economic but also for organizational and managerial activities. A bachelor of this specialty must be able to work in a team and organize effective work of a team, coordinate and hold meetings, participate in the discussion of presentation of projects. That is why it is obvious that there is a need to focus on developing a model for professional socialization of future economists that takes into account various competencies that are in demand in the forthcoming professional activity of a specialist.

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