

Pedagogical Conditions for Improving the Integration of Higher Education and General Secondary Education

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Abstract: This article discusses how a person's adaptation to the social environment—that is, the formation of behavior occurs through interaction with the environment. It emphasizes that in society, an individual's intellectual potential requires the systematic acquisition of integrated knowledge that influences the development of their individual abilities.

Keywords: individual, foreign countries, skills secrets, socialization, professional thinking, educational content, globalization, integration, young generation;

Introduction

Significant experience has been accumulated abroad regarding the organization of learners' activities. This is evident in the broad development of civil society institutions and the participation of youth in the activities of such institutions. The experiences of the USA and Finland in organizing extracurricular activities for learners deserve special attention.

Among local scholars studying issues of education and preparation for social life are M. Yusupova [136], J. Hasanboyev [139], O. Musurmonova [98], and A. Bobomurodov [21], whose research holds particular importance. In our study, we relied on educational activity-based approaches reflected in the works of N.P. Anikeeva [65; p. 98], N.I. Boldereva [73], L.Yu. Gordin [78], and G.I. Shukina [54; p. 34].

Researchers have emphasized that the effectiveness of socialization depends on adolescents' active participation in the process and their subjective development. However, the research methodology is based directly on the approach to socialization methods described by A.V. Mudrik. According to the scholar, "the socialization process is a process of cultural acquisition that occurs through the individual's interaction with relatively directed and purposefully created living conditions at all age stages, developing and transforming oneself" [5; p. 96].

Based on the essence and tasks of education, a relatively regulated form of socialization aligned with behavior formed in the consciousness of society's members has positive significance. This study employs the analysis of relevant scientific literature and comparative methods to address these issues.

The concept of socialization has a polysemantic nature, which can be observed through a comparison of approaches developed in local and foreign research. The term "socialization" was initially used in the field of political economy, where it referred to the collectivization of land. The first sociologist to apply the term specifically to humans was the American sociologist F.G. Giddings. In his book *Socialization Theory* (1898), he described socialization in a sense close to the current meaning, as the development of social nature or individual character and the preparation of a person for social protection [85; p. 167].

Russian sociologists define "socialization" as "the combination of processes by which an individual becomes a social being and forms individuality" [76; p. 185], "the person's integration into society through the processes of development and self-transformation," "the social formation of personality" [7; p. 197], and "the assimilation by the individual of the norms and methods of activity existing in culture" [9; p. 165].

In contemporary local pedagogy, the term socialization is interpreted as the process of integrating an individual into society through the assimilation of values and behavioral norms, encompassing both spontaneous and purposeful aspects. During socialization, the individual acquires a certain social identity. They become a normalized personality, that is, a person who conforms to the dominant ideology, political views, and normative foundations of social life required in modern society. In our work, we interpret socialization as the process of forming qualities within an individual that align with the value-normative system existing in a given society during a certain period.

In the United States, the socialization process is studied within social psychology and sociology, with relevant methodological guidelines provided. For example, "socialization is considered within a psychosocial context, taking into account the individuality of the person, social knowledge, and the cognitive criterion of socialization (how individuals perceive and understand the impact of socialization by other persons within society, and how this influence leaves traces in their consciousness)" [1; pp. 167–171].

F. Giddings interprets socialization as the development of a person's social nature or character and the preparation of the individual for social life [79; p. 119]. E.A. Ross defines it as the alignment of emotions and desires with group needs [109; p. 176].

T.A. Parsons provides a broad characterization of socialization. He explains that the process involves inculcating culture and moral values into students' consciousness, understanding the essence of national and universal values, learning other peoples' cultures and languages, recognizing their duties and social responsibilities, and developing qualities to fulfill them voluntarily. According to Parsons, in this process, the subject socializes in harmony with the culture to which they belong [104; p. 548].

E. Erikson supports a psychosocial theory approach to socialization, linking this process to the formation of both individual and collective identity [135; p. 156].

Japanese scholars Koyano Shogo, Kawamura Nadzomo, Daido Yasuzhiro, Kenneth Tominaga, and Tadashi Fukutake form the theoretical and methodological basis of Japanese sociology. According to them, the initial stage of socialization in youth involves developing conscious group activity. Gradually, young people adopt behavioral skills that meet the interests of the group they belong to. In Japan, a crucial condition for socialization is achieving the formation of each individual as a member and part of a certain group. The first stage of socialization in Japan begins within family relations. The child learns loyalty to family members and clearly understands the distinctions between adults and children.

In Japanese culture, group activities start in the family and intensify when a young person joins a peer group in their community. The socialization of adolescents, the focus of research, is called the *kodomo-gumi* stage in Japan, which is a strictly hierarchical group. For example, the oldest member of the group is considered the leader (*kogasira*). These groups become particularly active during certain holidays. Although such groups may not be formally organized today, children's collective activities remain. For instance, on the last day of the New Year, children go door to door as a group, collecting straw ropes (*shimenawa*) to decorate doors, after which they

light a bonfire from them. Such festive events and various holidays—like the Doll Festival (Hina Matsuri) and Children's Day (Tango-no Sekku)—are also celebrated. Historically, these events were religious in nature but have now lost their original meaning and turned into children's festivities

Finnish scholars view socialization as the process of interaction between generations that ensures the integration of the younger generation into society and the acquisition of socially acceptable ways of thinking and acting appropriate to that society. In particular, Finnish researcher Anssi Paasi developed a broad concept of socialization and proposed a geographically specific approach to the individual. According to him, the sense of belonging to one's country is closely related to the feeling of belonging to a specific territory [66].

In our opinion, an individual's adaptation to the social environment, i.e., the formation of behavior, occurs through a process of interaction with the environment. It appears that an individual's intellectual potential in society requires the systematic acquisition of integrated knowledge that influences the development of their individual abilities.

Socialization is always connected with all factors of social life (as described in A.V. Mudrik's research, divided into mega, macro, meso, and micro levels). It encompasses a significant portion of people and takes place across various ethnic-cultural, social, political, economic, and societal spheres. We examine the experience of the above-mentioned countries within this conceptual framework.

In the United States, the entire society participates in the social formation of youth (as a macro-factor of socialization). This influence arises based on the specific features of schools, families, and social institutions (micro-factors) within particular states and municipal education systems (meso-factors). As a macro-factor of socialization, the American education system is oriented toward societal needs, involving students in projects that address urgent social demands.

At the meso level, local communities composed of residents of a specific area play an important role in socialization. In this context, emphasis is placed on living in harmony with representatives of other nations and ethnicities, facilitating a comfortable lifestyle, and solving problems that may arise throughout life.

Educational activities conducted by researchers of the former Soviet Union are of particular importance. These studies examined extracurricular activities within the framework of educational theory as an activity paradigm. For example, A.P. Anikeeva distinguished between the concept of "activity," which implies an active student role, and the concept of "event," which refers to excursions, trips, or other organized activities that students are compelled to participate in but that maintain their passivity. According to the scholar, events cannot serve as motivation to achieve important results for personal development and educational goals [5; p. 98].

Like other local researchers from the Soviet era, G.I. Shukina defines activity as the foundation of both education and upbringing. This approach remains relevant today. As Shukina rightly points out, activity is the basis of personal development. She believes that organizing students' cognitive activity through interaction with peers and teachers forms a stable cognitive interest [4; p. 34].

L.Yu. Gordin, in his pedagogical motivation concept, supports Shukina's view and considers student activity as a special motivator for cognitive engagement [8; p. 175].

Properly formed educational motivation creates conditions for the development of personal qualities in learners. According to N.I. Boldirev, moral education of children and adolescents occurs in the process of daily activity. A person's moral character forms through their interaction

with the social environment and within the system of social relations [3; p. 115].

Enriching these ideas today is achieved through the development of socialization concepts that prioritize extracurricular activities. While upbringing is mainly embedded in the content and process of education, socialization occurs outside educational institutions. Here, creating conditions for the effective life activities of young people is equally important, as during this period they form an active life position, necessary skills for social interaction, moral abilities, consciousness, and more.

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