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**MODERN APPROACHES TO THE PROCESS OF SOCIALIZATION
OF UNIVERSITY STUDENTS**

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Abstract

The relevance of the research is determined by the socio-economic situation in modern society. Its specificity is caused by rapid development of information and communication technologies and the introduction of innovative methods in industrial practice. The result is an increase in the number and intensity of social contacts. Thus, the current specialists are required to possess not only professional competence, but also the ability to interact effectively with various social agents in a changing situation, to make responsible decisions, to combine personal and public interests, to execute civil duties and to function as a full-fledged member of society. In other words, be socially mature. The above-mentioned requirements are formulated in the social order presented in key normative documents: federal state educational standards regulating the functioning of the system of higher education. The novelty of the research lies in the development of a continuous-synergetic approach and establishing peculiarities of its realisation to the formation of university undergraduates' social maturity. As a result, objective laws were revealed, principles were outlined, and the rules for the formation of university undergraduates' social maturity were formulated from the point of view of the continuous-synergetic approach. The findings can be used to develop pedagogical technologies of its formation. Besides, process peculiarities of the formation of university undergraduates' social maturity were revealed.

Keywords

Synergetic approach – Formation of social maturity – University undergraduates

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Introduction

Studies on various aspects of the formation of university undergraduates' social maturity are still valid in modern pedagogy. At present, the society has the ever-increasing speed of changes, the high rates of technology development that leads to their rapid obsolescence, unprecedented progress in the field of information and communication tools.

Technological modernization leads to the emergence of new professions and the disappearance of obsolete ones, so the current specialist is forced to retrain several times during his working career, change jobs and adapt to the new labor team. The development of information and communication technologies provides constant access to information resources and human communication with various social actors, which, on the one hand, transforms the ways of carrying out activities, including professional activities, on the other hand, increases the intensity of social interaction and the information load and involvement in social and political events.

The result of these socio-economic features is that a modern specialist must be able to work in a team, have the ability to function effectively in the conditions of information influence and resist it, be a full-fledged citizen of his homeland, take responsibility for decisions made in a changing situation, and take an active part in social and political life. Based on the foregoing, we conclude that university graduates need to have a personal quality that will allow them to build productive relationships and interact effectively with the social environment. We believe that university undergraduates' social maturity is this quality. Social maturity is understood as a dynamic integrative quality, providing students with the opportunity to carry out productive social interaction through dialogue with all subjects of society at various levels, under all possible conditions, and manage the continuous socialization process¹.

This provision reflects in the requirements for the results of mastering the undergraduate and graduate programs represented in the federal state educational standards of higher education. Graduates who have studied under the bachelor degree program should possess universal competencies, which is included in the category (group) "Teamwork and Leadership". According to this competence, graduates are able to carry out social interaction and fulfill their role in a team. A similar competence for the magistracy involves the ability to organize and manage the work of the team, developing a team strategy to achieve the goal. The importance of choosing theoretical and methodological approaches to the development of university undergraduates' social maturity is due to the fact that they determine the most essential aspects of the problem. These aspects, in our opinion, include the phenomenological, procedural and technological. The phenomenological aspect includes the hermeneutic component associated with the interpretation of university undergraduates' social maturity and the formulation of the concept – social maturity of university students, as well as the morphological component that establishes its architectonics. The procedural aspect involves the selection of the dynamic features in space and time, the technological aspect consists in the development of pedagogical technologies and techniques that ensure the effective course of this process.

¹ Alekzandr L. Soldatchenko, "Metod social'nogo uchenija kak instrument samosocializacii studentov v sociokul'turnoj srede vuza", *Sovremennaja vysshaja shkola: innovacion-nyj aspekt*. Vol: 8 num 33 (2016).

Literature Review

In modern pedagogical studies on the formation of social maturity, there is a variety of theoretical and methodological approaches.

The people-centred approach is widely used (Lopatin², Lukicheva³, Malchukova⁴, Rudneva⁵). In understanding the phenomenon, social maturity is considered as a personal quality. Procedural specificity is associated with the fact that its formation is carried out in the course of personality development, and is one of the areas of it – the social direction to enter the individual the society as a full-function member. The individual⁶, differentiated, individual creative⁷ and humanistic⁸ approaches, reflected the methodological principles of social maturity are implementations of the people-centred approach. These approaches give a special emphasis on the personal orientation in the development of social maturity that is a result of an individual's development and self-realization and the means of his social, economic stability and social protection in the postindustrial market system, as well as students' individual-personal features in the development of technologies and methods of its formation. The undoubted advantage of these approaches is that they cover all aspects of social maturity.

The activity approach⁹ and its various combinations, in particular, the personality-activity¹⁰, subjective-activity¹¹ and social activity¹² are not less popular among researchers. We believe that extensive use of the activity approach is explained by the fact that, according to the generally accepted position, the development of the personality, including the social one, occurs in the course of the activity. The activity approach allows one to uncover the technological aspect of the formation of individuals' social maturity, to establish optimal activities and to develop ways of organizing them.

² A. R. Lopatin, "Pedagogicheskoe obespechenie processa formirovanija soci-al'noj zrelosti shkol'nikov". (PhD thesis in Pedagogy, Kostromskoj gosudarstvennyj universitet im. H.A. Nekrasova) 2014.

³ M. V. Lukichjova, "Predprofil'naja podgotovka v osnovnoj shkole kak faktor formirovanija social'noj zrelosti uchashhihsja". (PhD thesis in Pedagogy, Jaroslavskij gosudarstvennyj pedagogicheskij universitet, 2007).

⁴ A. L. Mal'chukova, "Stanovlenie social'noj zrelosti starsheklassnika na osnove razvitija kommunikativnyh umenij". (PhD thesis in Pedagogy, Rossijskij gosudarstvennyj. pedagogicheskij universitet im. A. I. Gercena 2005)

⁵ I. A. Rudneva, "Praktiko-orientirovannye situacii kak sredstvo for-mirovanija social'noj zrelosti studentov". (PhD thesis in Pedagogy: Volgogradskij gosudarstvennyj pedagogicheskij universitet, 2011)

⁶ N. A. Fjodorova, "Dovuzovskaja podgotovka kak jetap stanovlenija social'noj zrelosti starsheklassnika" (PhD thesis in Pedagogy. Tjumenskij. gosudarstvennyj universitet, 2004), 181

⁷ E. G. Kameneva "Razvitie social'noj zrelosti studentov pedagogicheskogo vuza" (PhD thesis in Pedagogy. Orenburgskij gosudarstvennyj universitet, 2004), 184.

⁸ A. R. Lopatin, "Pedagogicheskoe obespechenie..."

⁹ N.V. Shramko, "Vuzovskaja podgotovka kak jetap stanovlenija social'noj zrelosti studentov" (PhD thesis in Pedagogy: Ural'skij gosudarstvennyj pedagogicheskij universitet, 2009), 219.

¹⁰ L. A. Tulenkova, "Dejatel'nostnyj podhod v formirovanii lichnostnyh universal'nyh uchebnyh dejstvij" *Mezhdunarodnyj zhurnal jeksperimental'nogo obrazovanija*. Vol: 3 (2019): 75-78. Retrieved from <http://www.expeducation.ru/ru/article/view?id=11875>

¹¹ A. R. Lopatin, "Pedagogicheskoe obespechenie ..."

¹² E. G. Kameneva, "Razvitie social'noj..."

Of special interest among scientists is the differentiated approach that performs the following functions: it is a means of development of an individual personality and future student's creative potential; it affects the personal and professional adaptation of a future student in society; it contributes to the effective formation of conditions for resourceful professional self-realization of a future student .

Many scientists implement the systems approach¹³ and its further development the synergetic approach¹⁴ to identify the system properties of social maturity and to create methodological systems of its formation. The capabilities of the systems approach are implemented to the fullest extent, whereas the potential of the synergistic approach in managing self-organizing systems is not fully disclosed.

Some approaches study the formation of individual's social maturity in the context of various aspects of socialization. The implementation of the culturological approach¹⁵ implies the understanding of the social maturity as the assimilation the culture of society. Socialization is interpreted as mastering a given culture by an individual. According to the axiological approach¹⁶ , socialization is represented as the internalization of social values by an individual, while the formation of social maturity is associated with the formation of value orientations system. The significance of these approaches lies in the fact that they not only make it possible to determine the essential points in understanding the formation of individuals' social maturity, but also to single out some components of its structure, in particular, the value orientations system.

The study of the formation of individuals' social maturity within the framework of the acmeological approach makes a definite contribution both to the interpretation of the phenomenon itself and to identifying procedural features, considering social maturity as an acme-form, and the process of its formation - as the achievement of milestones, peaks in the course of socialization. In addition to the above-mentioned approaches, scientists use the interdisciplinary approach¹⁷, that studies the social maturity from various humanities; the holistic approach¹⁸, representing the social maturity of an individual as a holistic education; the anthropological approach¹⁹, that focuses on the phylogenetic and

¹³ Natal'ja Nikolaevna Nikulina; Galustovna Davitjan Manushak and Svetlana Nikolaevna Shevchenko, "Sistemnyj podhod v pedagogike kak obshhemetodologicheskij princip nauki". Politematicheskij setevoj jelektronnyj nauchnyj zhurnal Kubanskogo gosudarstvennogo agrarnogo universiteta, Vol: 111 (2015)

¹⁴ Ja.A. Bezrodnaja, "Organizacija uchenicheskogo samoupravlenija kak sredstvo formirovanija social'noj zrelosti starsheklassnikov" (PhD thesis in Pedagogy, Leningradskij gosudarstvennyj universitet, 2006.

¹⁵ F. Dervin, "I find it odd that people have to highlight other people's differences – even when there are none": Experiential learning and interculturality in teacher education". International Review of Education Vol: 63 num 1 (2017)

¹⁶ E. G. Kameneva, "Razvitie social'noj zrelosti studentov..."

¹⁷ Aleksandra Nikolaevna Kapustina and Ol'ga Jakovlevna Ermolaeva, "Mezhdisciplinarnyj podhod v izuchenii lichnosti i dejatel'nosti televedushhego", Vestnik Moskovskogo gosudarstvennogo oblastnogo universiteta. Serija: Psihologicheskie nauki, num 4 (2017)

¹⁸ I. A. Rudneva, "Praktiko-orientirovannye situacii kak sredstvo for-mirovanija social'noj zrelosti studentov". (PhD thesis in Pedagogy: Volgogradskij gosudarstvennyj pedagogicheskij universitet, 2011).

¹⁹ A. M. Mil'man, "Konkretizacija i obobshhenie obshhenauchnyh ponjatij kak uslovie formirovanija social'noj zrelosti starsheklassnikov". (PhD thesis in Pedagogy: Vitebskij gosudarstvennyj universitet im. P.M. Meshherova, 2008)

ontogenetic features of the formation of individual's social maturity; the regional approach, actualizing the role of the regional component in the formation of the social maturity.

The use of the competence approach, one of the most relevant in modern pedagogy is observed in scientific works. In the context of this approach, social maturity is associated with social competence. It outlines the direction for formulating this concept using the "social competence" category and the definition of its morphology based on the structure of social competence.

Note that many authors use the integrative approach or a set of approaches to compensate the one-sidedness of individual approaches and to obtain a more comprehensive picture of the phenomenon under study.

Depending on the scope, the approaches are classified into general scientific, which include integrative, axiological, cultural, anthropological, interdisciplinary, systemic, synergistic, holistic; general pedagogical, represented by people-centred, differentiated, individual, individual creative, humanistic, activity-related, personal-activity, subjective-activity; special, including social activity and acmeological approaches.

Foreign authors studied social maturity, focus on the applied aspects of the problem, determining the interdependence of social maturity and various socio-economic, and personal phenomena, such as civic literacy²⁰, digitalisation²¹, environmentalization²², a healthy lifestyle²³, recidivism of crimes²⁴. These works use the qualimetric approach to diagnose the objects under study and do not imply the development of theoretical, methodological and pedagogical aspects of social maturity.

Note that these approaches have known limitations in terms of establishing procedural features. They reveal the connection of the formation of social maturity with the accompanying processes, but do not reflect the dynamic features of the formation process. Since the analyzed works are mostly applied in nature, the issues of identifying patterns, defining principles and formulating the rules for the establishment of university students' social maturity in relation to the selected theoretical and methodological approaches remain not fully resolved. The problem of determining the best ways to manage the process of formation of university students' social maturity requires further development.

²⁰ A Bentahar and J. L O'Brien, "Raising Students' Awareness of Social Justice through Civic Literacy", *Journal of Social Studies Education Research*, Vol:10 num 1 (2019):193-218.

²¹ C. Cocquyt and N. A. and C. Zhu, M. De Greef, and T. Vanwing. "Examining social inclusion and social capital among adult learners in blended and online learning environments", *European Journal for Research on the Education and Learning of Adults*, Vol: 8 num 1 (2017): 77-101.

²² G. E Quintana and J. E. G. Mateos and S. R. Fajardo and Fuentes, "Are our universities really open to the inclusion of the environmental in their substantive processes? Analysis of opportunities for curricular environmentalization at the Catholic University of Santiago de Guayaquil and the University of Havana", *Espacios*, Vol: 9 num 23 Retrieved from <http://www.revistaespacios.com/a18v39n23/18392331.html>

²³ C. E Levers-Landis and R. N Greenley and C. Burant and C. E. Borawski, "Cognitive Social Maturity and Adolescent Health Behaviors. *Journal of Clinical Psychology in Medical Settings*", Vol: 13 num 2 (2006) 111-120.

²⁴ L. Steinberg and E. Cauffman, and K. C. Monahan, "Psychosocial Maturity and Desistance From Crime in a Sample of Serious Juvenile Offenders," *Juvenile Justice Bulletin*, Retrieved from <https://www.ojjdp.gov/pubs/248391.pdf>

Methods

The procedure for implementing a continually synergistic approach to the development of university undergraduates' social maturity is built correlatively to its structure, which, based on the provisions of philosophy and methodology of science, is represented by three components: a method scheme, an object scheme, a practical implementation scheme. Each structural component of the theoretical and methodological approach has its own method, which is used to study the phenomenological, procedural, and technological aspects of university undergraduates' social maturity and ensure the achievement of the required results.

The object scheme is associated with the implementation of conceptual and terminological analysis to interpret and formulate the concept of university undergraduates' social maturity, as well as to use the structural analysis, which allows to establish its substantive features. The main methods of conceptual and terminological analysis are comparison, abstraction, analogy, induction, deduction, classification, and structural analysis - comparison, synthesis, interpretation, analogy, idealization, modeling.

A method scheme involves the use of causal-functional analysis to identify principles of the formation process of university students' social maturity. Causal-functional analysis uses such basic techniques as induction, synthesis, abstraction, idealization, modeling, analogy, classification, description, interpretation, forecasting.

A practical implementation scheme involves a pedagogical experiment to make it possible to determine the pedagogical conditions for the formation of university undergraduates' social maturity and to develop a methodology for their use. The pedagogical experiment applies the following basic techniques: analysis, synthesis, comparison, description, measurement, interpretation.

The above-mentioned methods are leading in the study of certain aspects of social maturity, but to improve the result, additional methods are supposed to be used, in particular, content analysis, discursive reflection, pedagogical extrapolation, pedagogical modeling, theoretical and methodological analysis, diversification planning.

The results of the study

The continuous-synergetic approach and its implementation towards the development of university undergraduates' social maturity was described and theoretically substantiated as a result of the study.

The work establishes the principles in relation to the formation of university undergraduates' social maturity, explicating the connection of social maturity with the way to manage the process of its formation.

The principles of university undergraduates' social maturity arising from the laws are also indicated: resonant interaction and self-socialization. Rules that must be followed for the practical implementation of these principles are formulated. It has been established that the implementation of the continuous-synergetic approach to the development of university undergraduates' social maturity implies consideration of phenomenological (hermeneutic and morphological), procedural and technological aspects of this phenomenon.

The hermeneutic aspect is associated with the definition of the formation of university undergraduates' social maturity as a special educational process organized at the university, aimed to create personal qualities necessary for the successful functioning in modern society and to transit to self-socialization in the course of social interaction based on social learning. It is manifested in quantitative, qualitative, functional personal transformations.

The procedural aspect reveals the features of the process of the formation of university undergraduates' social maturity: incompleteness and finiteness, multidirectionality and vectoriality, nonlinearity and progressiveness, spontaneity and organization.

The technological aspect focuses on the peculiarities of the pedagogical methodology for the development of university undergraduates' social maturity, including the use of resonant interactions, and the transition to independent management of the socialization process by providing students with free choice and taking responsibility for it in the educational process.

The discussion of the results

Theoretical and methodological approach to the formation of university students' social maturity means the general methodological orientation of studying the formation of social maturity, as the point of view from which it is viewed as a fundamental principle governing the research strategy²⁵.

The essence of the continuous-synergetic approach

The authors highlight the continuous-synergetic approach to the process of university students' socialization. The continuous-synergetic approach integrates two approaches: the continuous and synergetic. The synergetic component explicates the system features of university students' social maturity. The continuous component reflects the procedural features of the formation of university students' social maturity in the space-time continuum. The combination of the approaches gives a holistic view not only of the phenomenon itself, but also of the specifics of its dynamics, allowing you to track evolution. The essential characteristics of the continuous-synergetic approach are the continuum and the self-organizing system. The continuum is considered as integrity, indivisibility, non-discreteness of processes and phenomena, changing in time and space. Continuity characterizes empirical processes that occur in space and time.

A self-organizing system is a dynamic complex system that has the ability to maintain or improve its own organization as a result of changes in external and internal conditions. In the relation to the issue, this system is considered as self-developing integrity, i.e. an object that belongs to the highest levels of development and has an open self-organization and does not have unambiguous development programs²⁶.

²⁵ E. V. Yakovlev and N. O. Yakovleva, *Pedagogical Conception: Methodological Aspects of Development* (Moscow: Humanitarian publishing centre VLADOS, 2006), 42.

²⁶ E. V. Yakovlev, and N. O. Yakovleva, *Pedagogical Conception: Methodological...* 199

The continuous-synergetic approach is a methodological direction of scientific research, where university students and their social maturity are considered as non-equilibrium self-developing systems, the evolution of which is carried out continuously throughout life. These systems are equifinal. They are determined by intra-system goals, needs and motives. The control mechanism consists in the fact that internal needs and target dominant determine the specificity of changes in the system, and not the external environment determines the form and content of its new components.

This approach allows reflecting the dialectic of the formation of university undergraduates' social maturity. The contradictions of socialization process between the simultaneous striving of an individual for integration and individualization are the driving forces in the dialectic. The continuous component explicates the ongoing nature of this process, whereas the synergetic component reveals its dependence on external and internal factors, the relationship with the environment and the leading role of self-government and self-organization in enhancing its effectiveness.

The dialectical contradictions in the process of formation of social maturity are reflected in its characteristic features, which are presented in the form of mutually complementary binary oppositions: 1) incompleteness and finiteness explicate the contradiction between the constantly occurring changes in the state of a person's social maturity and the biologically determined completeness of the process; 2) multidirectionality and vectorness reveal the contradiction between the diversified trajectories of achieving social maturity and their general focus on self-improvement, integration into society and mastering humanistic values; 3) non-linearity and progressiveness indicate the contradiction between the intermittent formation of social maturity, i.e. possible transitions to lower levels at certain life stages and the general tendency to increase the level of its formation; 4) spontaneity and organization reveal the contradiction between the main types of socialization: spontaneous and directed, controlled and self-changing, which may not be coordinated with each other, representing different paths of development.

In pedagogical research, the above-mentioned features of the formation of undergraduates' social maturity take on particular importance. On their basis, general methodological provisions are generated, an arsenal of pedagogical techniques and methods is created, selection of means and organizational forms is carried out, and, as a result, the development of appropriate pedagogical technologies and techniques is carried out. Understanding the formation of university students' social maturity as an incomplete process makes the idea of continuing education relevant. In such education continuity can be achieved in the development of the social maturity at all stages of the life path. The multidirectional development of university students' social maturity necessitates the design of an individual educational trajectory, individualization and differentiation of the educational process. The non-linearity of the formation of university students' social maturity requires pedagogical support of the process, the introduction of certain corrective measures. Consideration of the formation of university students' social maturity as a stochastic process involves the creation of diagnostic techniques. The interpretation of university undergraduates' social maturity as a non-equilibrium self-developing system requires updating the internal mechanisms of personality development, giving students the opportunity to choose the path of development, participatory management in the process of its formation with the transition to self-government. This interpretation leads us to the conclusion about the low effectiveness of hard external influences on the course of its formation and the need to find more productive ways. As the development of university undergraduates' social maturity takes place in the space-time continuum, one should pay

attention to the organization of this process in space and time and take into account the role of the socio-cultural environment of the university.

The objective laws of the formation of university undergraduates' social maturity

Understanding the development of university students' social maturity as a complex non-linear self-developing system from the standpoint of the continuous-synergetic approach allows us to determine two complementary objective laws that determine the effectiveness of this process.

The first objective law reveals the connection between the method of management and the efficiency in the process of formation of university students' social maturity and is formulated as follows: the effectiveness in the process of formation of university students' social maturity is reduced if rigid external management of the process takes place.

In practice, this objective law is realized through the principle of resonant interaction that requires pedagogical management in the process of formation of university students' social maturity with the help of weak resonance interactions that influence the choice of a development path in moments when a student is most susceptible to them. The implementation of resonant interaction principle in the educational process at the university implies the use of incentives that meet students' needs or values. It increases the speed and adequacy of perception. To transfer socio-cultural experience, a teacher forms students' internal attitude, the characteristic features of which are considered to be personal orientation, the ability to capture internal state and cognitive interest.

During the formation of social maturity to introduce the principle of resonant interaction in the educational process, it is advisable to create cluster students' groups based on individual characteristics determined as a result of diagnostics. Groups are completed so that the personal qualities, knowledge, skills and abilities complement and reinforce each other based on the resonance effect²⁷

The resonant interaction principle is embodied in practice through a number of interdependent rules for teachers and students.

The first rule is that the teacher does not order and does not require students to carry out certain activities, but involves them in the form of a request for help and assistance. Students are encouraged to build interaction with other people on the basis of cooperation.

During the development of university students' social maturity, a resonance effect is possible when teachers use cooperation as the leading form to interact in the educational process. To cooperate successfully, the teacher should take into account a complex of factors, including the level of cohesion, the forms of responsibility, the possibility to establish effective feedback, the reaction of participants' interaction in conflict situations, the desire for mutual exchange, readiness for mutual assistance, etc. To organize effective cooperation, teachers are recommended, first, to establish equality of their own positions and the positions of students; secondly, to use interactive forms of education to ensure the

²⁷ A. G. Madzhuga and R. B. Sabekija and I. A. Sinicina and R. M. Salimova and I. V. Sadaeva "Fraktal'naja pedagogika: teoreticheskie i metodicheskie predposylki stanovlenija i razvitija", Aktual'nye problemy professional'noj pedagogiki. Vol. 2 num 22 (2016): 72.

equality of positions in the educational process; thirdly, to delegate the leadership, constantly redistributing it²⁸: the leadership must move from partner to partner, returning to the original leader. Cooperation involves the value attitude of teachers and students to the personality and activities of each other, which should be manifested in mutual support, mutual assistance, goodwill, participation in joint activities.

The second rule implies the participation of students in real socially significant activities with the opportunity to see and evaluate its results. Socially significant activities, due to such characteristics as social orientation, voluntariness, usefulness, disinterestedness and gratuitousness play an important role in organizing the social formation of students, as it contributes to the development of social competence, teaches to build interaction with other social actors based on co-creation, community, enhances their social sustainability and social activity, the development of new social roles.

Depending on the areas of implementation, we define the following main types of socially significant university students' activities, correlated with the types of their social maturity: academic, research, industrial and practical, sports, artistic, social and political. Providing students with the opportunity to be directly involved in various types of socially significant activities not only allows to realize subject intentions characteristic of adolescence (independence, autonomy, activity, personal dignity, personal self-determination, "adulthood"), but also to ensure full interaction with various social subjects.

The third rule is that a teacher gradually and consistently delegates to the students an increasing part of their managerial authority and functions. Students carry out independent management in the formation of social maturity and their own livelihoods.

The delegation of managerial authority has three stages. The first stage of team building is the creation and development of a cohesive team. Trainings and instructions are used for it. In the second stage of co-management students are included in the management process through the use of supervision and counseling. Participation in the management process occurs in direct (taking initiative, assumption, etc.) and indirect forms (request for information, hearing reports, etc.). The third stage of self-government is associated with the transition to self-government with the support of mentors, the creation of a portfolio and the implementation of project activities. This stage involves participation in the work of various commissions, councils and other types of socially significant activities.

Teachers are encouraged to use a participatory democratic management style. It is distinguished by a focus on collegiality in activity, a joint search for a solution to the problems arising during its implementation, delegation of authority²⁹. The head encourages initiatives, accepts the proposed innovations, and takes into account the opinion of group members. He adequately perceives the comments made by partners and makes appropriate adjustments to the activity. As a result, a friendly atmosphere of respect and mutual responsibility is established in the group.

²⁸ Z. Djoub, "Exploring Teachers' Identity: Reflections and Implications", Arab World English Journal. 2018. Available at: <https://dx.doi.org/10.24093/awej/vol9no1.8>

²⁹ F. Monroy and J. L. González-Geraldo, "Teaching conceptions and approaches: do qualitative results support survey data?", Revista de Investigación Educativa Vol: 35 num 1 (2017).

The second objective law complements the first one, expanding it, and is summarized as follows: the efficiency in the process of the formation of university students' social maturity increases if a transition is made from external management to self-government of the process.

The principle of self-socialization serves for its practical implementation. According to this principle, students should be given the opportunity to socialize independently, simultaneously stimulating the formation of a self-socialization mechanism for the successful development of their social maturity.

Self-socialization is considered as the final stage of university students' socialization; the preceding stages are adaptation, entry and interval. It is characterized by the final students' transition to the self-government socialization process, when the role of external management is reduced to a minimum. Students are subjects of socialization, they make an independent choice in situations of uncertainty and take responsibility for the course and results of socialization. Students develop an individual style of social interaction, civilian qualities are formed, and the formation as full-function citizens of their country takes place.

Stages, mechanism and rules of students' socialization

University students' self-socialization includes several stages. The first is self-management, associated with the minimization of the external management in the socialization process, the implementation by students of the independent management. This stage serves as the basis for subsequent phases. The second stage consists in the identification by students of their potential individual and professional capabilities, the disclosure of abilities in the process of social interaction. Students' self-realization is manifested in the identification with people around them, openness and sensitivity to their experience³⁰, versatile perception of life situations, and creative activity. At the third stage of public utility, students consciously engage in socially significant activities, trying to benefit society. They develop the ability to subordinate personal and public interests, to sacrifice individual advantage for the common good. The fourth stage of harmony is characterized by the achievement of a balance between individual aspirations and benefits for society, when individual and social beginnings complement each other.

The structure of self-socialization mechanism includes a set of processes: 1) the need to integrate into a society, as it is a trigger for initiating all subsequent processes; 2) learning from the social environment, in which students act as pupils, teachers and tutorials, carrying out the interiorization of social experience; 3) exteriorization associated with the testing of acquired experience in practice; 4) reflection, covering the whole interaction situation, carried out constantly and accompanying all other processes; 5) free choice of strategies and ways of interaction; 6) resocialization, which consists in the correction of strategies and ways of social interaction to achieve a balance between the personal needs of students and the needs of society. A building component of self-socialization mechanism is reflection, since it ensures the efficiency and development of all other processes.

³⁰ N. A. Bakholskaya and S. S. Velikanova and T.Yu. Baklykova, and E. L. Mitsan and N. V. Kozhushkova; E.N Kondrashova y O. P. Chernykh, "The impact of interactive model for university student teaching on their professional competence development" *Revista Inclusiones*. Vol: 6 num 2 (2019): 179-184.

The self-socialization principle implies the enforcement of a set of interdependent rules for teachers and students.

The first rule requires the teacher with students to conduct a joint reflexive analysis of various options for individual development of trajectories, to achieve the goal. In turn, students must consider the direction of their own social formation. Building an individual route of social development allows you to optimize the process of formation of university students' social maturity by increasing motivation, because students are engaged in socially important activities that are of personal interest. Students can take the route of social development at an individual pace that is convenient for them. An individual trajectory enables students to develop socially significant qualities that are relevant in a particular situation. In addition, it contributes to the development of reflection, by means of which personal methods and skills of social interaction are determined and studied, their own limitations, gaps, abilities and strengths are identified and understood, and after that corrective work is performed.

The implementation of the individual trajectory of the formation of university students' social maturity is carried out according to the following algorithm: 1) planning, consisting of defining goals, objectives, expected results and ways to achieve them); 2) implementation, including actions in accordance with the plan; 3) fixation, carried out through the recording of thoughts, intentions, comments, acquired experience and results using various means, in particular, audio, video, etc., which allows visualizing the achieved results and stimulating reflection); 4) analysis based on reflection and comprehension of the acquired experience); 5) evaluation, involving self-evaluation of oneself as a subject of social interaction, applied strategies, tactics and methods of social interaction, and achieved results); 6) adjustment of social development plans based on personal knowledge gained and understanding of oneself and one's own capabilities and needs; 7) resocialization, consisting in the revision of views; 8) transmission to people the information about the course of their own socialization and its results.

To optimize the definition and implementation of the individual trajectory of the social maturity, it is recommended to apply the following methods: providing a choice when building a route; use of individual tasks for students; organization of various options for steam and group work; use of open creative tasks; drawing up individual lesson plans together with students, choosing the content of education in subjects³¹.

The second rule complements the first one and implies that the teacher gives the student the right to make his reflective choice without putting pressure on him, even if this option does not seem to him to be entirely successful. In turn, students must make an independent choice in the course of social development. Freedom of choice in the educational process at the university is associated with the students' self-determination regarding the goals, objectives of the educational activity, its content, as well as the methods and forms used from the available alternatives, based on the characteristics of the situation.

It is necessary to diversify the areas in which students are faced with the need for free choice, for example, academic, scientific, informational, moral, etc. For actualization of

³¹ G. Zh. Mikerova and A. S. Zhuk, "Algoritm postroenija individual'noj obrazovatel'noj traektorii obuchenija", *Sovremennye naukojomkie tehnologii* Vol: 11 num 1 (2016)

the need for choice among students, it is recommended to use the problematic method, supplemented by interactive methods, demonstration of one's own example and analysis of specific situations. The main means are situations based on choice, having a value character and containing a collision. These situations are an organized, structured set of circumstances and conditions containing contradictions, consisting in the conflict of polar points of view, desires, interests, etc. Solving a problem concluded in situations requires students to make a decision in the act of choice. The choice is made at the verbal (plot development) and behavioral (deeds) levels. Situations have a formative potential, because students are self-determined relative to the people around them, events, phenomena, forming the corresponding relationship.

It is important that in a choice situation students follow a given algorithm, performing successive cognitive-emotional actions: 1) facing the problem; 2) understanding of choice motives; 3) identification of possible choices; 4) determination of the consequences of each options; 5) analysis of options based on their compliance with the existing system of value orientations; 6) the choice of an acceptable option; 7) taking responsibility; 8) making a decision based on the choice made and determining the method of its implementation; 9) the embodiment of the decision in life through the act; 10) reflection of oneself as a subject, the process of making choices, methods and results at all stages.

The third rule follows from the second and assumes that teachers encourage students to take social responsibility for their decisions and choices. For students, this rule requires them to take responsibility. The formation of social responsibility involves the acquisition of knowledge about responsibility, gaining experience of responsible behavior, actualization of the emotional experience and the inclusion of responsibility in the system of students' personal values.

The development of social responsibility occurs in the process of implementing practices that have professional and cultural meaning in the course of professional training. These practices are a combination of various types of professionally oriented activities that students carry out during the period of training, as a result they acquire knowledge, assign values, learn behavior patterns and norms, as well as ways to perform activities. The following types of professional and cultural practices are distinguished: communicative, creative, project, self-education, research, etc.

To improve the development of students' social responsibility it is recommended to introduce social responsibility into the axiological system of the university social and cultural environment. It will enable students to enrich their knowledge about the phenomenon, create situations of emotional collective experience, promote public interests in organizing the social and cultural environment of the university; use situations of choice between personal gain and public benefit to understand social responsibility, enrich the experience of socially responsible behavior and positive emotions from awareness of the social orientation, deeds and choices made; to establish partnerships based on cooperation and mutual cooperation between students, teachers and other subjects of the educational process to ensure collective support for the value and importance of social responsibility.

Conclusion

The use of the continuous-synergetic approach allows us to single out a number of basic provisions for the formation of university undergraduates' social maturity.

The idea about the process of the formation of university undergraduates' social maturity as a phenomenon, the characteristic features of which are complementary binary oppositions reflecting the dialectic of this process: incompleteness and finiteness, multidirectionality and vectoriality, nonlinearity and progressiveness, spontaneity and organization.

Students independently build their own trajectory of social maturity formation depending on individual characteristics and have non-linear sensitivity to external influences, including pedagogical ones, thus, the route of social maturity formation cannot be dictated to a student by means of strict external management.

The practical significance of the work lies in the fact that the use of the continuous-synergetic approach will help to increase the effectiveness of the development of university students' social maturity by actualization the individual's internal reserves, in particular, the transition to independent management of the socialization process. As the social consequences of the study, let us designate the possibility of specialists' training who are not only competent professionals, but also full-fledged members of modern society, capable to preserve and transform it, and to implement effective interaction. The originality of the research is manifested in a new methodological approach to the development of university students' social maturity, which allows us to give a new interpretation to the concept of formation of university students' social maturity and outline ways of developing a methodology for its formation, designate methodological principles and rules based on resonant interactions.

There is a number of limitations in this study. First, the known limitation of application by age group, university students, and the scope of application, the pedagogical problem of social maturity formation, the theoretical-methodological approach under consideration. Secondly, the need for a detailed development of the methodology for the establishment of university students' social maturity on the basis of the theoretical and methodological provisions set forth in this work.

The following prospects for the development of the research are outlined: 1) the extensive direction related to the consideration of the possibilities of implementing a continuous- synergetic approach to other pedagogical phenomena; 2) the intensive direction, which consists in creating new approaches and identifying new aspects of university students' social maturity; 3) the direction of modernization, based on the improvement and development of the continuous-synergetic approach, clarification of the objective laws, principles, rules, essential characteristics; 4) the technological direction, which is engaged in the development of pedagogical technologies and methods for the formation of university students' social maturity on the basis of the stated provisions.

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