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Ways of Professional Socialization of Future Teachers in University Education

Elina L. Voishcheva [a], [*], Marina A. Zakharova [a]

[a] Department of Pedagogy and Professional Education, Institute of Psychology and Pedagogy, Bunin Yelets State University, Yelets, Russian Federation

Abstract

The desire of modern youth for individual identity, including in the professional community, the use of predominantly online forms of interaction, the presence of problems of real communication, translates the process of socialization into a continuous process of formation of a person's personality, including during the period of mastering a future profession at a university. The latter presupposes the presence of a flexible strategy for the functioning and construction of the educational process, which involves the adaptation of the university to new trends and needs of subjects. The purpose of the study is to implement and confirm the effectiveness of the conditions for professional socialization of a future teacher in the educational environment of a classical university. The study was conducted in 2019–2024 using theoretical and empirical methods: theoretical analysis, comparison, generalization, specification, adapted questionnaire "Profession – teacher" by A.S. Robotova, methodology for determining socialization by M.I. Rozhkov, motivation test for professional activity by K. Zamfir modified by A. Rean, experiment. At the formative stage of the experiment, a set of conditions was implemented: formation of incentives for self-improvement, self-realization in creative and upcoming professional activities; widespread use of online interaction formats; active involvement of students in the professional pedagogical community. The results obtained using the method of K. Zamfir as modified by A.A. Rean, used to identify the motivation of future teachers for professional and pedagogical activity, indicate a decrease in the number of students with external negative motivation (ENM) and positive dynamics of internal motivation (IM) and external positive motivation (EPM). Positive dynamics of professional socialization was also obtained according to three criteria (motivational-perspective, cognitive-identification, result-activity), which confirmed the effectiveness of the implemented set of conditions and its practical significance. The study was conducted as part of the activities of the Federal Innovation Platform "Model of Innovative Training of Teaching Staff in the Profile of "Organization of Educational Work" in a Classical University".

[*] Corresponding author
E-mail addresses: elina_mironova@mail.ru (E.L. Voishcheva), mazaharova@rambler.ru (M.A. Zakharova)

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1. Introduction

The modern transformation of society, which is primarily digital in nature, involves intensive adjustment of the entire sphere of human activity. Education should be most sensitive to these changes, since not only external characteristics (forms, methods, means) change, but also the subjects of the educational process. Digital technologies enable the implementation of blended and distance learning, as well as the use of active and interactive teaching methods (webinars, online seminars, case studies using digital simulations, and others). Practical teacher training can now take place in virtual classrooms or through digital internships. Competency assessment can also be implemented through the use of digital learning analytics for student progress and early-stage remediation programs, including e-courses or digital portfolios. Students are transformed from passive recipients of knowledge into active designers, using digital platforms and online resources, and as a result, they often independently make decisions about their individual learning paths. However, all these positive factors pose risks to students' professional socialization. For example, contact with teachers and peers is often asynchronous and text-based, reducing the number of face-to-face interactions; interactions between teachers and students become more structured, reducing spontaneous face-to-face dialogues; Professional identity is most often established through digital platforms and professional networks rather than through local personal contacts, while socialization, as the process of developing norms and behavior patterns, occurs online through collaborative activities, observation of experienced teachers, and daily informal interactions. But the main problem remains that in everyday life, the only distinguishing feature of the modern educational revolution is the exclusive use of online forms of interaction, leading to difficulties in communicating with others for the first time in the world. All this translates the process of socialization into a continuous process of formation of a person's personality, including during the period of mastering a future profession at a university. The latter implies the presence of a flexible strategy for the functioning and construction of the educational process in educational institutions of higher education, which involves the adaptation of universities to new trends and needs of subjects.

The specific tasks of higher education are numerous: developing the creative potential of students, forming a set of competencies, ensuring further competitiveness of the individual, etc. Researchers in the field of education have been trying to determine the factors of success in teaching, upbringing and socialization of students in the new educational environment of educational institutions for about two decades and to indicate what changes and transformations should occur in order to ensure high quality education.

The relevance of the study is substantiated by overcoming the following contradictions:

– Between society's need for a teacher capable of creative, continuous reproduction of social values in the era of digitalization, and insufficient readiness of universities to search for new benchmarks for the connection between education and the socio-economic sphere;

– Between the existing socio-cultural and theoretical prerequisites for the creation of a system of early professional socialization of a teacher and their insufficient actualization and implementation in the theory and practice of higher education;

– Between the urgent need for practical transformations in the training of teachers at the university and the lack of knowledge of the conditions of professional socialization of future teachers in the educational environment of the university.

The purpose of the article is to analyze the concept of "professional socialization of a teacher", definition, implementation and confirmation of the effectiveness of the conditions of professional socialization of a future teacher in the educational environment of a classical university.

In the course of socialization, norm, customs, and ideologies are inherited and disseminated, as well as a system of values, skills, and habits is formed. Due to the interdisciplinary nature of this concept, there is no single definition in modern science. In pedagogical science, socialization is considered in close relationship with the concepts of "upbringing" and "education" in the broadest sense of the word.

In a number of works by Russian researchers, professional socialization is defined as the process by which students acquire knowledge, skills and inclinations, and social experience that

make them more or less effective members of their society (Kropotova, Balichieva, 2019; Kropotova, 2020; Lyashevskaya, 2019; Samartseva, 2019).

From the point of view of a number of domestic researchers, socialization involves the study of appropriate behavior and attitudes of society, which is facilitated by entering a social environment, interacting with other people who are an example of the norms of a particular collective (Bahor, 2017; Razuvaev, 2012; Sadyrin, 2013). The individual learns the relevant social norms, behaviors, values, codes, les, habits characteristic of the socio-cultural environment. One of the positive consequences of professional socialization is job satisfaction.

In some studies, professional socialization is defined as a "ritualized process" that involves the transfer of organizational culture through the stage of mutual adaptation of the organization and the specialist. A future specialist at a university can acquire the values, attitudes, norms, knowledge and skills necessary for existence in their chosen profession (El'kina, Lozovan, 2018; Nemudraya, 2018; Tyumaseva i dr., 2018). Students can accept the norms of the university staff that affect their values and relationships, or they can firmly adhere to old beliefs, rejecting the norms of socializing groups and remaining unchanged in their beliefs and values. Co-education with peers is positively associated with self-assessment of university achievements, such as general education, intellectual and personal and interpersonal development.

A number of scientific papers prove that the term "socialization" is used by sociologists, social psychologists, anthropologists, political scientists, and educators to denote a multifaceted process of cognition of one's culture, providing an individual with the resources necessary for action and participation in society, that is, socialization is a means of achieving social and cultural continuity (Solodova, 2018; Tihonova, 2012; Yugfel'd, 2015). The process of socialization helps to form mental traits and personality. These traits are formed as a continuous process, as the generalization and fulfillment of new social roles, the acquisition of new experiences.

Foreign scientists, characterizing this concept, believe that the professional socialization of a future teacher occurs through the selective assimilation of values, attitudes, skills and knowledge of a certain group when a student begins to make independent pedagogical decisions (Balcı, Karabulut, 2019; Hartnett, Brown, 2014; Jong, Kool, 2017). The research notes that professional socialization begins with the learning process and can continue after the student's graduation. The process of socialization of an individual is influenced by his previous education and experience, relationships and interactions, family attitudes and values, intellectual level and motivation level at the beginning of learning (Cerit, Temelli, 2018). The ultimate goal of the professional socialization process is considered as providing an individual with the opportunity to identify themselves with the profession and develop a professional identity through the acquisition of knowledge, skills, norms and values of the profession (Everitt, Tefft, 2018).

2. Materials and methods

The study was conducted using theoretical and empirical research methods. Theoretical methods: theoretical analysis, comparison, generalization, specification. Empirical methods: questionnaire "Profession – teacher" by A.S. Robotova, adapted by the authors, the method of determining socialization by M.I. Rozhkov, the test of motivation for professional activity by K. Zamfir modified by A. Rean, experimental work.

The quasi-experimental study was conducted at the Yelets State University from 2019 to 2024. The total number of subjects was 125 students who during the specified period mastered the teaching profession in the field of training: 44.03.05 Pedagogical education (with two training profiles), and 125 students of 4–5 courses who completed their studies in 2021, 2022. Participants in the experiment were recruited through a targeted selection process, which is most appropriate when a specific group is of interest (in our study, these are future teachers), allowing us to conduct a qualitative study and achieve relevance.

When starting the experimental work, we proceeded from the hypothesis that the professional socialization of a future teacher would be more effective in the implementation of a number of pedagogical conditions:

– Formation of motivations for self-improvement, self-realization in the upcoming professional activity;

– Widespread use of online interaction formats in the university's educational environment;

– Active involvement of students in the professional pedagogical community.

As we noted above, socialization, like upbringing, is a continuous and multifaceted process that continues throughout a person's life, becoming more specific depending on age and the content of education. It is a misconception that the older a person is, the more socialized they are. Diagnostics of the level of socialization of 125 students of 4–5 courses studying in the field of Pedagogical education (with two training profiles), conducted using the methodology of M.I. Rozhkova showed that only 44 % of respondents had a high level of socialization, but more than half of the respondents were at average and even low levels: average – 26.4 %, low – 29.6 %. According to the methodology, students were assigned to a specific level of socialization using the following algorithm: respondents answered questions using one of the following options (4 – always; 3 – almost always; 2 – sometimes; 1 – very rarely; 0 – never); then we calculated the average score a_{cp} as the arithmetic mean of all the points received. If $a_{cp} > 3$, the respondent was assigned to a high level of socialization; if $2 > a_{cp} < 3$, then to an average level; if $a_{cp} < 2$, then to a low level.

At the stage of professional development of a personality, a characteristic feature of the professional socialization of a future teacher is his self-determination, which has a positive effect on the learning process. The latter means the process of maturing a professional, orienting him in the world of professional values, accompanied by the formation of an individual style of pedagogical activity, attitude to the world, society, profession, and the child as a subject of upbringing and training. We consider the pedagogical result of self-determination to be a combination of skills, knowledge and beliefs that allow a person to conduct purposeful, self-regulating, autonomous behavior. The success of his further professional socialization and academic career depends on how close the image of a teacher in the mind of an applicant or a first-year student is to reality, and how much the future teacher realizes not only the importance but also the complexity of pedagogical work.

The criterion-evaluation apparatus of our study is presented in Table 1.

Table 1. Criterion-evaluation apparatus of the study

Criterion	Indicators	Diagnostic Tools
Motivational-perspective	Graduates have plans for professional growth, career prospects and self-actualization in the profession	K. Zamfir's test of professional activity motivation modified by A. Rean (were used in their original form without adaptation, which confirms their reliability and validity)
Cognitive identification	Awareness of the teacher's image, professional self-determination, identification with the profession on the basis of acceptance of the values and norms of the professional community	Questionnaire "Profession of a teacher" (the questionnaire was adapted by the authors)
Result-action	Professional success, activity of future teachers, recognition of the results of their work in the pedagogical environment	Portfolio (The portfolio form was developed by the authors and adapted for this audience of respondents)

At the formative stage of experimental work on the professional socialization of students in the educational environment of a classical university, we implemented a set of conditions to solve the research goal:

– Formation of motivations for self-improvement, self-realization in creative and upcoming professional activities based on the principle of taking into account the individual characteristics of each student through the active involvement of students in diverse social relations, student professional communities: «The Commonwealth of Responsive Hearts», the «Bonus» teaching group, creative associations of various orientations;
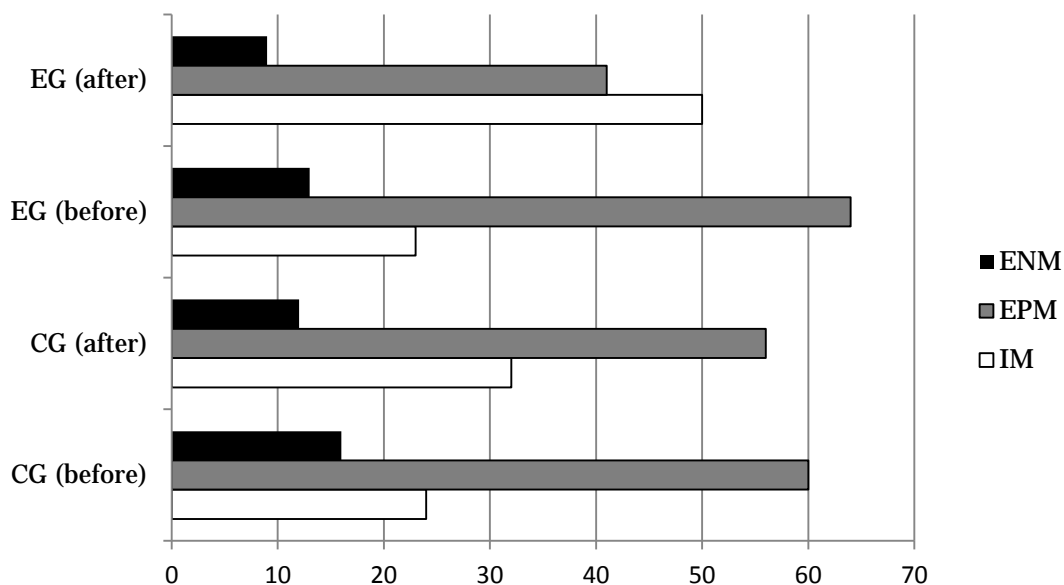
– Extensive use of online interaction formats that allow for the complementarity of two educational environments – direct, in which students are physically present, and virtual, which

allows for the development of the professional experience of teachers-practitioners: online inclusion of teachers' lessons in the classroom, online master classes, online participation of teachers-practitioners and senior students who are in practice in educational organizations in educational discussions, round tables, scientific events;

– Active involvement of students in the professional pedagogical community through the involvement of psychological and pedagogical classes for high school students operating at the university, participation in competitive events: the Delphic Games (The Art of Education nomination), contests of creative, scientific and research works of pedagogical orientation, "Student of the Year. Teachers", the Olympiad "I am a professional", etc.

3. Results

Let us present some quantitative and qualitative results of the conducted research. The diagnosis was carried out according to each criterion proposed by us. The results obtained by K. Zamfir's method, modified by A.A. Rean, used by us to identify the motivation of future teachers for professional teaching activities, indicate a decrease in the number of students with external negative motivation (ENM) and positive dynamics of internal motivation (IM) and external positive motivation (EPM) (Figure 1).

Fig. 1. Dynamics of results by motivational-perspective criterion (percentages are calculated from the number of respondents, %)

For students with a leading intrinsic motivation for senior courses, pedagogical activity itself is of great importance. They are focused on improving their professional skills and achieving desired goals (they want to put their knowledge into practice, learn how to establish contact with students and their parents, participate in competitions, show a desire to communicate with colleagues, and get acquainted with the work experience of teachers).

As part of the diagnosis based on the cognitive identification criterion, the respondents of the experimental and control groups were offered an adapted questionnaire "Profession – teacher". We will present the results of the selected questions in the questionnaire.
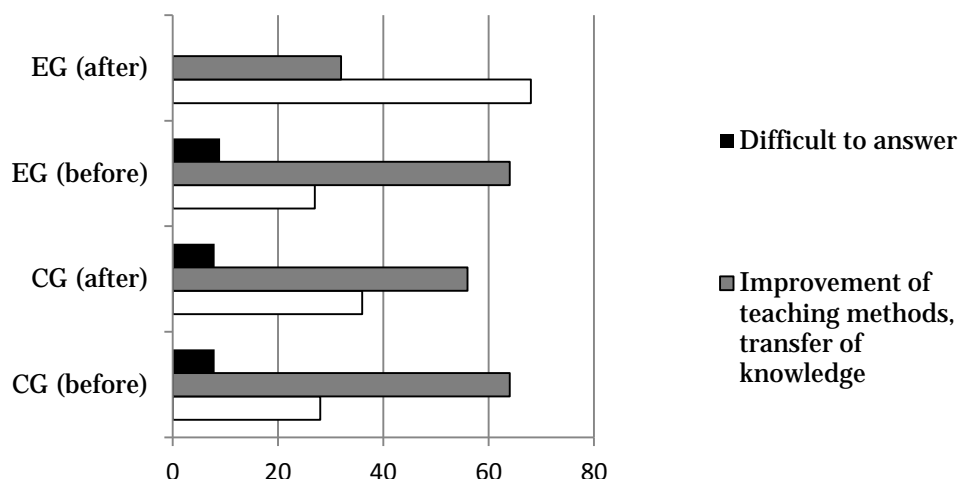
Module 1 of the questionnaire "Result-targeted".

The answers to the question about what the teacher transforms and changes in the process of his/her activity were distributed as follows (Figure 2).

In our opinion, the single answers are interesting, in which students answer that the teacher, first of all, transforms himself.

When answering the question about the results of pedagogical activity, the student audience was initially unanimous. 94 % of the respondents consider only the knowledge gained by students, the results of the Unified State Exam, admission to universities, and school victories in Olympiads as the result of a teacher's activity. Only 6 % indicated the level of general development and well-mannered pupils as the result of pedagogical activity. At the control diagnosis in the EG, this ratio became reversed: 18 % – knowledge result, 82 % – personal, in CG the situation has leveled off:

44% – knowledge result, 56 % – personal.

Fig. 2. What does a teacher transform, change in the process of his/her activity?
(dynamics, percentages are calculated from the number of respondents, %)
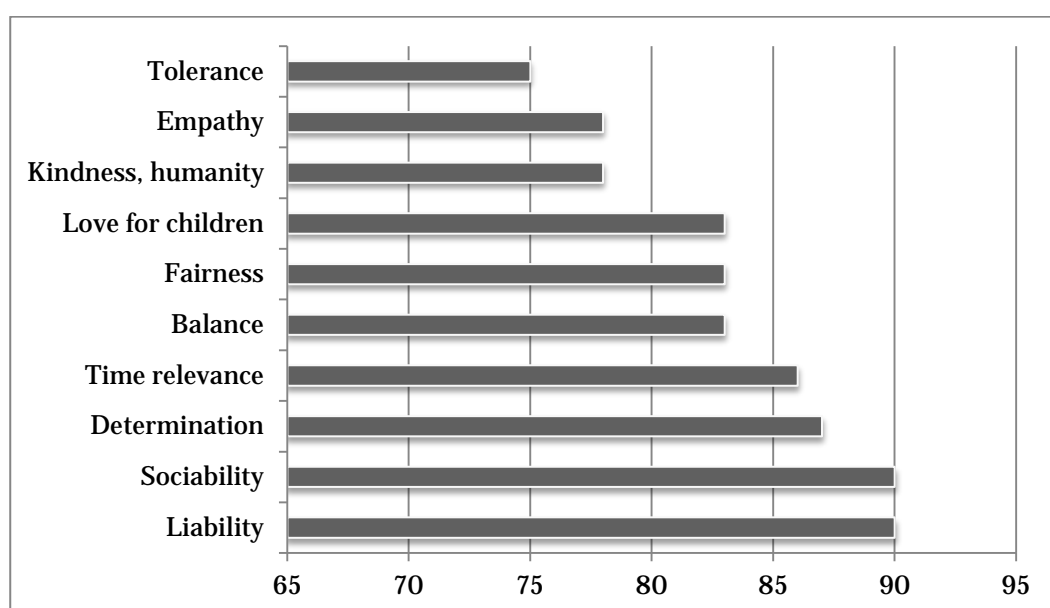
Module 2 of the questionnaire "Conditions of professional activity".

Listing the advantages of the conditions of the teaching profession in comparison with others, future teachers were again divided: the possibility of continuous self-education – 23 %; the availability of free time – 18 %; they find it difficult to answer the question – 47 %. The only answers are: the lack of any advantages in the teaching profession; the ability to influence a person, impose their opinion; the ability to communicate with children.

Module 3 of the questionnaire "Teacher's image".

The next group of questions was aimed at identifying the image of an ideal teacher. It is disappointing that initially only a few people note the obligatory presence of the teacher's love for children. 15% of students found it difficult to answer the question about the professionally significant qualities of the teacher's personality at all.
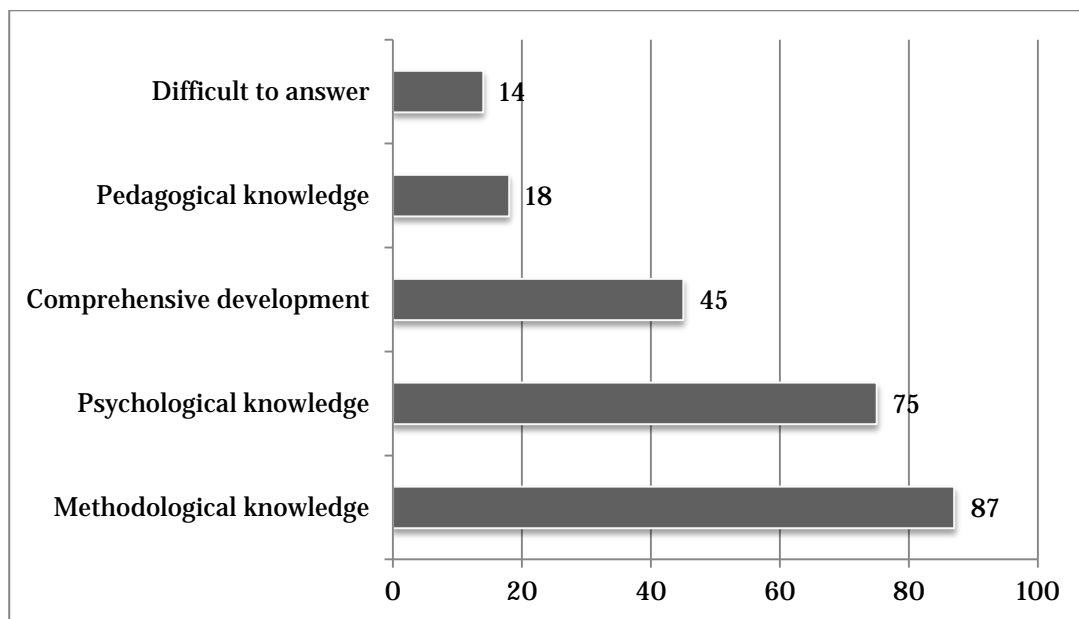
The collective image of an ideal teacher, presented by us according to the answers of the EG respondents in Figure 3, in our opinion, correlates with the requirements for the personal qualities of a teacher, presented earlier in the general pedagogical professionogram, today – in the professional standard of a teacher.

Fig. 3. Image of an ideal teacher (top-10 personal qualities, EG after) (percentages are calculated from the number of respondents, %).
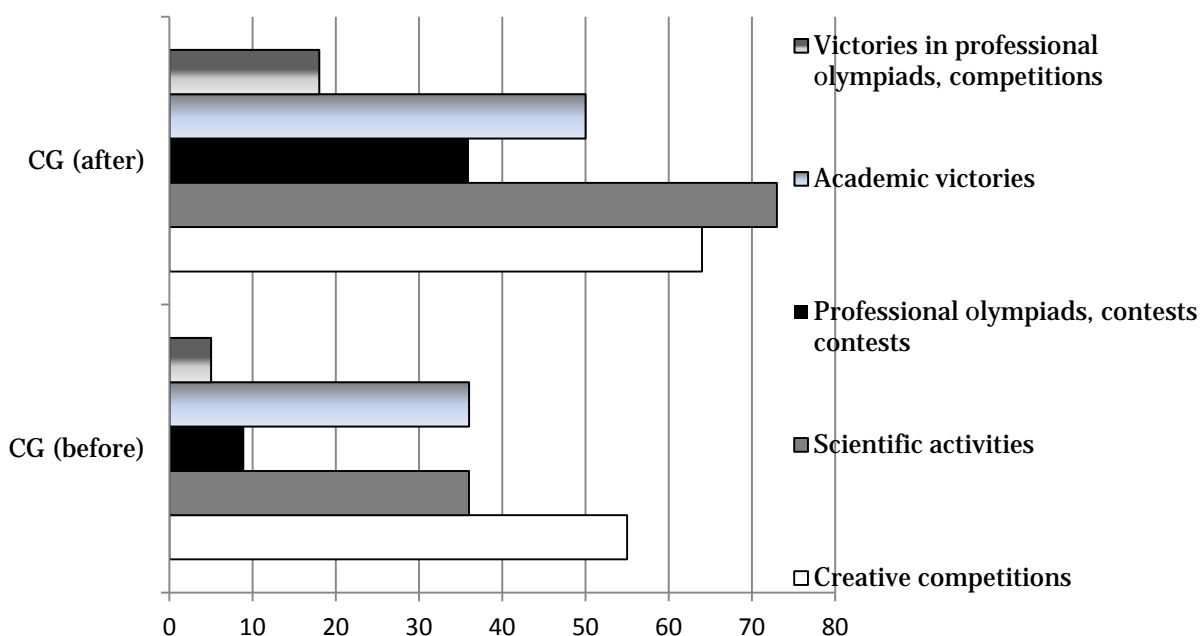
The respondents were also asked to indicate the knowledge, in their opinion, necessary for the teacher. The results are shown in the diagram (Figure 4).

Fig. 4. Knowledge needed by the educator (percentages are calculated from the number of respondents, %).

As can be seen, pedagogical knowledge is present in the answers more indirectly, at the methodological level. The latter means for us that purposeful work is needed, aimed not only at increasing motivation in learning, correcting students' ideas about their future profession, but also at forming their understanding of pedagogy as an independent science, its role in society and its place in teacher training.

According to the performance-activity criterion, the results were tracked twice in the students' portfolios: in the 2nd and 5th year, respectively. The systematic and professionally oriented nature of the activities in which future teachers participated was evaluated. The results are shown in Figure 5.

Fig. 5. Dynamics of portfolio assessment (percentages are calculated from the number of respondents, %).

In order to determine the reliability of the results of assessing the performance-activity criterion of students' professional socialization, Student's t-test was calculated for dependent samples (before and after). We present the results for one academic group (profile Primary Education; Social Pedagogy). Sample size $n = 20$. For the above-mentioned portfolio components, students scored points from 0 to 100, which we converted into a series from 0 to 5. As a result of applying Student's t-test, we obtained the following values, calculated for the significance level $p < 0,001$: mean value before $M_1 = 3,11$, after $M_2 = 3,555$. Average difference in values $M_d = 0,445$. Standard deviation of differences $S_d = 0,338$, t-statistics – 5.888. Effect size Cohen's d = 1,317. Thus, after the quasi-experiment, not only statistical but also pronounced practical significance of the work carried out was achieved.

4. Discussion

During the experimental work, we adhered to the point of view of scientists who consider professional socialization as a process determined by a number of factors and conditions. From the point of view of foreign researchers, these factors can be grouped into three categories: individual, organizational and interaction factors. However, all these factors are not equally important in terms of their impact on the process of socialization, the role of mentors, and role models (Bullen, Morgan, 2011; Dinmohammadi, Peyrovi, 2017; Henslin, 2015; Padilla, Perez, 2003).

The study of the factors determining the entry of students into the world of the profession is also the subject of research by Russian scientists. Traditionally, they represent a system of factors in the interrelation of two groups: external and internal factors (Klimenko, 2012). External factors (economic conditions in the region, the degree of prestige of the future profession, the image and image of the educational institution, the goals and values of the immediate environment, etc.) have an indirect impact on the formation of a future professional. The internal ones (the level of professionalism of the teaching staff, the material and technical equipment of the educational process, the characteristics of the student body and the level of development of the student group, student government, etc.) contain just significant educational potential and can be managed and pedagogized (Popov i dr., 2023). Without detracting from the importance of the factors outlined above, we limited ourselves to investigating the potential of the content and organization of the university's educational environment, which is characterized by variability, plasticity and dynamism. We hope that our research has expanded the above-mentioned research of scientists in the aspect of studying the potential of the group as a factor of professional socialization. We are not considering an academic group, but a professionally oriented student community (the "Commonwealth of Sympathetic Hearts" association, the «Bonus» teaching group) as a significant agent of professional socialization.

A number of scientists emphasize that the main part of the process of student socialization is its orientation towards ideals (Bobohonova, 2019; Gunina, Dudina, 2020; Efimova, 2015). In the context of online communication, connecting to an institutional virtual learning space, students can also interact productively, assimilating a whole system of knowledge, attitudes, skills and moral rules necessary for joining the professional community (Vlasova, 2021; Magomadova, 2017; Morozov et al., 2024; Bashkireva i dr., 2020). However, scientists note that this process has a two-way nature. On the one hand, we are talking about the process of integrating a future or young specialist into a professional environment; on the other hand, we are organizing the process of forming various personality structures of the student. In our study, the teacher's image is a similar structure.

In our opinion, the professional socialization of students learning the teaching profession refers to the process during which students, on the one hand, master a system of professional knowledge, skills, and competencies, on the other hand, they build their own philosophy, worldview, and system of professional values and images. Thus, the professional socialization of a future teacher is the process of acquiring values, attitudes, norms, knowledge, skills and competencies necessary for teaching and implementation in the professional community. However, the issue of determining the criteria and diagnostic basis of the study remains controversial in this case.

The criteria proposed in individual studies: the student's professional competence, readiness for independent professional activity, professional adaptability, the degree of satisfaction of employers and the social partner with the quality of student training (Yugfel'd, 2015) are of a delayed nature and the corresponding diagnostic procedures are limited in the educational process of the university. It was important and significant for us to demonstrate the possibility of identifying the success of professional socialization during the direct development of the future profession.

The theoretical significance of the conducted research is the criterion-evaluation apparatus in the unity of motivational-perspective, cognitive-identification, performance-activity criteria, suggesting the feasibility of evaluating the effectiveness of professional socialization of a future teacher at the university through the diagnosis of students' plans for professional growth, career prospects and self-actualization in the profession, awareness of the teacher's image, identification with the profession, activity of future teachers, their professional performance in the professional community.

The applied value of the research lies in the development of methodological support and diagnostic tools for evaluating the effectiveness of professional socialization of a future teacher at the university.

We see the prospects for research in further research and methodological support for the formation of a certain professional subculture in the student's professionally oriented community and its correlation with educational results in the form of a set of general cultural and professional competencies.

Professional socialization is inextricably linked with a number of processes: adaptation, self-realization, integration of a personality into a professional environment and is determined by many factors, one of which is the development of a future profession in the educational environment of a university.

5. Conclusion

Summarizing the course and results of the conducted research, the following conclusions can be stated:

1. Unfortunately, more than half of the senior students have problems and difficulties entering the world of the profession and are at average and even low levels of socialization.

2. A characteristic feature of the professional socialization of a future teacher is self-determination, accompanied by awareness of the teacher's image and identification of one's own personality with the standard, the formation of an individual style of pedagogical activity.

3. The educational environment of a classical university is characterized by a multiprofessional and, to a greater extent, theoretical nature of training and performs traditional functions: social (ensuring the mastery of socially significant values, the formation of a citizen and a professional), communicative (organizing the mastery of interpersonal communication techniques, including virtual), educational (introducing students to certain types of educational activities, self-education, etc. self-development, organizational support for the assimilation of scientific knowledge, the formation of universal ways of activity), scientific research (production of new scientific knowledge). At the same time, it has a specific potential to ensure the professional socialization of a student – a future teacher.

4. Professional socialization cannot be effectively carried out without involving the future professional himself in various types of activities. The implementation of a set of conditions leads to a positive result of the professional socialization of a future teacher in the educational environment of a classical university: the purposeful, organized formation of motivations for self-improvement, self-realization in the upcoming professional activity.; extensive use of online formats of interaction between students, teachers, and representatives of the professional community, ensuring the development of advanced pedagogical experience; active involvement of students in the work of psychological and pedagogical classes, participation in competitive events.

5. Active involvement of students in competitive events (Delphic Games, contests of creative, scientific and research works of pedagogical orientation, "Student of the Year. Teachers", the Olympiad "I am a professional" and others) It promotes the professional socialization of the future teacher at the stage of mastering the profession at the university, but cannot provide practical professional experience. Therefore, in our opinion, it will be effective to increase the share of practical training in educational programs for teacher training at a classical university. Such an increase implies a mandatory transition to the "core of pedagogical education" not only in pedagogical institutes and universities, whose activities are regulated by the administrative acts of the Ministry of Education, but also in classical universities, founded by the Ministry of Science and Higher Education.

The presented version of the professional socialization of a future teacher in the educational environment of a classical university in the unity of objectives, implemented content conditions and a criterion-assessment apparatus represents a new practice of professional education and can contribute to the methodology of professional development of a teacher.

Contribution of the authors

The authors contributed equally to the collection and processing of empirical data, as well as to the writing of the manuscript.

Conflict of interest statement

The authors declare that there is no conflict of interest.

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