

**Analyzing Personality Development Process
in Students of Secondary Vocational Education**

One of the fundamental problems of personality sociology is the studying of the process of personality socialization. History of the term “socialization” appearance is connected to the incongruity in translating it from German into English. The notion “socialization” is broader than traditional notions “education” and “upbringing”. Education is the transmission of the particular amount of knowledge. Upbringing is the system of directed planned actions, which aim is the formation of certain qualities and skills of behaviour. Socialization, in its turn, implies both education and upbringing, as well as the other factors, influencing upon the personality formation. Socialization, in its common sense, is aimed at admitting the process of learning the behaviour samples and psychological mechanisms, social norms and values by the individual, they being necessary for successful functioning in the society. Socialization is the process of gradual individual introduction into the social life. The introduction result is the personality formation, occupying the certain position in multi-tracked public relationships. Nowadays in Russia the course of humane reference and democracy correlation of the educational establishments has been applied, it being directed to new upbringing quality, in general. In the basis of modern ideology of the personality upbringing the certain ideas are set.

1. The Realism of Purposes of Upbringing

The present real aim is the multi-tracked development of the human being, it being based on his (her) capacity and gift. The resolution priority of the educational tasks in the system of educational activity is fixed in the law of the Russian Federation “About Education”, defining education as “the directed process of upbringing and teaching in the interest of the human , the society and state”; in the law of the Russian Federation “About Higher and Post-Higher Education”, the conception of modernization of Russian education for the period until 2010, the orders of the Ministry of Education of the Russian Federation and so on. The basic purpose of student upbringing is accepted to account for multi-tracked personality development of the future competing specialist, possessing high culture, intelligent behaviour, social activity, physical health, qualities of the citizen-patriot. The main task of educational activity is the creating of the conditions for active student well-being, for public self-determination and self-realization, for maximal satisfaction of the

requirement of students in physical, intellectual, cultural and moral development. The composition of upbringing is justified by the age peculiarities of students, specificity of youth subculture, aims and tasks of basic and supplementary educational programs, peculiarities of the modern social-cultural situation in the country.

2. Mutual Activity of Students and Teachers.

Searching for samples of legal behaviour and the settling of proper value on this basis build the composition of the work of the pedagogue in upbringing, meanwhile, providing the active personal position of the student in the upbringing process. The modern specialist must be moral, functional and thoroughly educated, must independently take the responsible decisions in the choice situations, must forecast their probable consequences, must be capable for constructive cooperation. Besides, he (she) must be ready for profession changing, enlarging and filling one's professional outlook with new composition/essence in the changed conditions.

3. Self-Determination.

It implies the formation of the complete personality – the human being with the firm ideas (thoughts), democratic vision, living position. The most important element of socialization essence of the student personality is the life self-determination. Culture of personal self-determination characterizes the human being as the subject of proper life and proper happiness. Self-determination is to be led in harmony of the human being with himself (herself), in particular.

4. Personal Direction.

In the centre of the work of the educational establishments one must set not only the programs, nor the events, nor the forms and the methods, but the student himself (herself), being the final purpose, the sense of the pedagogic work. One is to develop the individual direction and interests, the character uniqueness, the sense of personality dignity.

5. Good Will.

The essential upbringing ideas can't be realized without the personal good will of the students. The free will of the student is expressed, if the pedagogues are referred to the interests, senses, intention, individual activity and creativity.

6. Collectivity Direction.

In the process of personality formation one is to overcome the attitude to the group as particularly the disciplinary means, capable of suppressing the personality, but not to accelerate its force. On the modern stage of the society development the requirement to the graduates of the professional institutions. The requirement list to the graduates is seriously enlarged. This is management culture, informative competence, legal culture. It's natural that the life condition, legal law condition in

the country, principles of state organizing, democracy development, availability of the power organs and all the process of management and so on provide the resolving influence upon the level decency and social-political civil activity. Hence, the influence of such objective factors upon the personality formation may be both positive and negative. As practice demonstrates, this influence is being greatly increased where it is enriched with the skilful directed process of upbringing, which must act as the basic post of the personality formation. The first year students are adolescents still, and they require the increased pedagogical attention.