

## SOCIALIZATION OF CHILDREN AND ADOLESCENTS THROUGH SUPPLEMENTARY EDUCATION BY MEANS OF ART

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Abstract: The relevance of this research stems from the need to ensure positive socialization of children and adolescents leading to internalization of models and norms of social behavior through performed activities. A special role in the socialization of children and adolescents belongs to the supplementary education which creates optimal conditions for their engagement in socially meaningful activities. In connection therewith, this paper seeks to identify the theoretical and methodological foundations of socialization of children and adolescents by means of art. The methodological pillars included complex, dialectic, contrastive-comparative, logical, hypothetic-deductive approaches.

Keywords: socialization, children, adolescents, supplementary education, art.

### 1 Introduction

A special place in the shaping of personality belongs to *socialization* by which a person attains development and self-development throughout life through interiorization and reproduction of certain models and norms of behavior.

An important aspect of human life is his interaction with society, and social development begins upon his gradual introduction into the surrounding world. A person enters a particular social environment and an established system of social relations by learning the norms, values and rules of behavior of the society he was born into. Otherwise he will never become a full member of the society, will not be able to understand the surrounding world and respond to it appropriately.

The socialization of children and adolescents critical to the successful integration of an individual into society and to early vocational guidance (Antonova et al., 2019) is today gaining in importance, because society needs socially active and responsible members who are capable of engaging in positive and socially significant endeavours. The socialization of a person in adolescence is particularly crucial, as it is in adolescence that self-reliance and independence, self-determination, and communication with peers come to the fore.

Nowadays the problem of *ethno-cultural socialization* of children and adolescents is highly relevant. It is a process of transmitting to a person the culture of the ethnical group to which he belongs and teaching him about the cultures of other ethnical groups in order to shape a multicultural person who will successfully exist in a multi-ethnic and multicultural space (Rooijen, 2003), will have an ethnic identity (Gaitanides, 1994), and ethno-cultural tolerance (Gorshenina & Yakunchev, 2014).

A special role in the socialization of children should belong to the supplementary education of children which is "a type of education which is directed at satisfying all educational needs of a person in intellectual, spiritual, moral, physical and/or professional development, and which does not imply transition to another level of education" (Federal Law on Education in the Russian Federation, 2012). The Concept for Development of Supplementary Education for Children (2014) states that "supplementary education becomes a leading channel of socialization which helps a person to adjust to changes".

### 2 Literature Review

The term 'socialization' was coined by an American scientist F.H. Giddings (1897) back in 1887. In his book *Theory of Socialization*, he defined socialization as '... the development of a social nature or character of an individual, preparation of the human material for social life'. Based on the analysis of a multitude of different socialization concepts, two approaches may be distinguished that differ in understanding of the role played by an individual in the socialization process. The first one is a subject – object approach. This approach suggests that the individual remains passive in the process of socialization, and views socialization as a process of human adaptation to society (Durkheim, 1982). T. Parsons (1961) believed that a person "absorbs" general values by communicating with "significant others". As a result, he learns generally accepted norms, which become part of his motivational structure, his internal urge.

The second one is a subject – subject approach. Ch. Cooley (1922) stated that a person's sense of self grows out of society's interpersonal interactions in the family, with peers and neighbours. The self-identity is developed through summing up "all reflected selves". According to G. Mead (1934), a person in interactions with other people is taking the role of the other, seeing own self as the other sees him and making a judgement of own self from their perspective, and then acting according to the judgements of "a generalized other".

In the domestic philosophical and socio-psychological science the term "socialization" has been in use since 1960s. An important contribution to the study of the process of socialization was made by I. S. Kon (1980), A. V. Mudrik (2005) and others.

Socialization is the process of acquiring and reproducing cultural values and social norms (Mudrik, 2005). Socialization is "the process of acquisition by an individual of social experience, a certain system of knowledge, norms, and values that will enable him to become a full member of society" (Kon, 1980). L. Mardakhaev (2008) regards socialization as a process, condition, manifestation and result of social formation of an individual.

According to N. Smelzer (1988), the socialization has two major *goals*: to facilitate the interaction between people on the basis of social roles and to perpetuate the society through transmission of its beliefs and patterns of behavior to new members.

Anything that has either direct or indirect effect on a person is referred to as *socialization factors*. The American scientist U. Bronfenbrenner (1970) distinguished four groups of socialization factors: microsystem is a person's immediate surrounding from the moment of birth; mesosystem represents relationships between different areas of life that have a high developmental impact; ecosystem has a mediated effect on social development and rearing of a child; macrosystem is a normative regulator of the human development environment. Leisure activities play a special role in the socialization of children (Vasenina et al., 2018) due to their power to instill spiritual values and attitudes.

The orientation to socialization in supplementary education is meticulously explored in the works of V. A. Berezina (1998), Golovanova V. P. (2017) and others. As researchers note, the priority areas and activities in the system of supplementary education for girls are arts, especially music and vocals (50.9%), choreography (30.9%) and applied art (29.1%) (Berezina, 1998).

This data attest to the importance and necessity of socialization of children and adolescents through supplementary education by means of art, which is a complex multi-tiered pedagogical process directed at organizing socially meaningful, culture promoting and developing activities for children by appeal to the

artistic culture in institutions of supplementary education (Karpushina et al., 2019).

Supplementary education of children by means of art as a factor of effective socialization of children and adolescents plays an enormous role in instilling love and respect for hometown and big motherland, in the "cultivation and use of positive values and attitudes" by all participants of the educational process (Glanz & Nikiema, 2011), which is important for raising a Russian citizen, a socially responsible person, a representative of certain ethnic group and the world (Karpushina, 2012). In the current sociocultural situation, the institutions of supplementary education should become a place where cultural consciousness is strengthened and positive cultural identity is developed (Seeberg & Minick, 2012).

### 3 Research Methodological Framework

The research purpose was to identify the theoretical and methodological foundations for socialization of children and adolescents through supplementary education by means of art. The research objective was to identify pedagogical foundations for socialization of children and adolescents through supplementary education by means of art.

The methodological pillars included complex, dialectic, contrastive-comparative, logical, hypothetic-deductive approaches, theoretical analysis of scientific literature, generalization, systematization and classification of research results.

### 4 Results and Discussion

Pedagogical foundations for socialization of children and adolescents through supplementary education by means of art include the goal, the objectives, the principles and the content.

The purpose of children and adolescents' socialization through supplementary education by means of art is to raise an individual geared towards civic participation with an active approach to life, socially valuable qualities, age-appropriate sociocultural awareness, capable of effective interaction and cooperation with people, interethnic and intercultural communication, and of taking socially responsible, useful and robust actions.

The objectives of socialization of children and adolescents through supplementary education by means of art are:

- Inculcate in children and adolescents the sense of nationhood, patriotism, responsibility, independence, value orientations, facilitate the civic participation and active approach to life, promote socially responsible conduct, humane attitude to other people, ethnic groups and their cultures, instill a desire to communicate, interact and cooperate with people and different cultures;
- Impart to students the universal human, ethical and fundamental values and sociocultural norms;
- Transfer to children and adolescents the culture of the ethnic group of their belonging and teach them about cultures of other ethnic groups, promote respect for different cultures (ethnic, religious, etc.), provide an overview of everyday life, history, traditions of the ethnic groups residing in the region, the country, the world, provide information about composers, artists and writers who creatively transform ethnoartistic traditions in their heritage, performers of folk music, promote acquisition of knowledge on musical folklore, verbal-poetic and decorative-applied art of ethnic groups;
- Transmit sociocultural knowledge to students, play a facilitating role in gaining of social experience by them;
- Include students in socially responsible, valuable and robust actions, including volunteering, in different communication models and cooperation.

Socialization of children and adolescents through supplementary education by means of art is guided by the following pedagogical principles:

- *Humanism* (acceptance of universal human values as the guiding principle in life, humane attitude to others, respect for all humans, creative self-expression, self-discovery, self-development in culture and society);
- *Cultural congruence* (development of a person based on the values of culture, both global and national culture);
- *Ethnoculturalism* (focus on the objectives of ethno-cultural education and socialization, building the civic and ethno-cultural identity, instilling patriotism, tolerance, developing the capacity for inter-ethnic and intercultural communication, interaction and cooperation through transmission of the values of traditional culture of native ethnic group and other ethnic groups, acquisition of ethnocultural knowledge, skills, ethnocultural experience enabling the development of an ethnocultural and multicultural person, a citizen of Russia and the world) (Karpushina, 2012);
- *Tolerance* (showing interest in and respect for other people, nations and cultures);
- *Interaction and cooperation* (focus on communication, mutual understanding, mutual assistance, seen as the cornerstone of life);
- *Integrity, unity and continuity of education and socialization of the younger generation* (ensuring the interweaving of education and socialization for students of all ages, in the curricular and extracurricular activities, with the involvement of various subjects in these processes - students, teachers, parents, etc.).

In the course of socialization of children and adolescents through supplementary education by means of art, *the sociocultural awareness* of students is raised. It includes:

- Appreciation of the native country, hometown and big motherland, and civic solidarity;
- Readiness to accept and respect people having different views, belonging to different cultures and ethnic groups, a respectful attitude to different mindset, outlook, way of life, history, art of another nation or community; ability to see what is common in different cultures and nations, i.e. the universal values;
- Knowledge of social and cultural norms and rules of communication; knowledge of the core aspects of culture of own ethnic group and other ethnic groups living in the region, in the country and in the world;
- Ability to be humane, tolerant and socially responsible, ability for inter-ethnic, intercultural communication, exchange, cooperation and interaction;
- Willingness to apply knowledge about the fundamentals of the culture of communication, norms and models of behavior, to take socially responsible, valuable and robust actions, including volunteering;
- Ability to solve various sociocultural tasks in various non-standard communication situations.

The content of socialization of children and teenagers in supplementary education by means of art should be developed based on the *sociocultural experience* accumulated by society, including the experience of social relations, communication and interaction between people, ingrained in the public consciousness in the form of sociocultural knowledge, ideas, models and norms of behavior, types of sociocultural activities in certain cultures.

When delivering the content of socialization to children and teenagers through supplementary education by means of art, students will accumulate *personal sociocultural experience* - the result of cognitive and practical activity, as expressed in the synthesis of sociocultural and cultural knowledge, ideas, concepts, types of sociocultural activities, experience of emotional and value-based responses to reality and socially responsible and sociocultural creative activities. Thus, the content of socialization of children and adolescents through supplementary education by means of art embraces:

- *Experience of emotional and value-based responses to reality* (ingrained emotional and value judgements about the sociocultural reality and attitudes to people, ethnic groups, and different objects of culture);
- *Sociocultural and cultural knowledge* (knowledge about models and norms of behavior, methods of communication, social roles, types of sociocultural activities, interaction and cooperation, knowledge about cultures of different ethnic groups and civilizations, etc.);
- *Types of socially responsible, valuable and robust actions* (a combination of skills and abilities, which allow to achieve a meaningful practical result for society, multi-ethnic and multicultural environment, develop the adequate behavioral models contributing to the atmosphere of harmony and mutual trust);
- *Experience of socially responsible and sociocultural creative activity* (special sociocultural experience that is different from the knowledge, skills and abilities learned based on the patterns existing in society).

Scientific and methodological support for the socialization of children and adolescents through supplementary education by means of art includes *methods, forms, and pedagogical conditions*.

The socialization of children and adolescents through supplementary education by means of art implies the use of different methods: *developing a sense of identity* (creating situations conducive to development, using the method of success, persuasion, using positive role models, heuristic conversation, problem-value conversations), *organizing the developing activities and providing the experience of social behavior* (socially significant project, research project, method of problem situations, role play, participation in social events), *stimulating the developing activities* (method of instructions, encouragement (diplomas, certificates, memorable prizes, competition, game), *control, self-control and self-assessment* (observation, test, participation in the demonstration event, examination, defense of portfolio) (Baranova, 2020).

Of particular importance in the socialization of children and adolescents through supplementary education is their participation in social events - visits to boarding schools, meetings with veterans, giving concerts for children from orphanages, and so forth.

*The method of projects* is used for socialization of children and adolescents through supplementary education by means of art. The use of the method of projects allows students to channel the efforts of students towards search for information of high social importance. Projects may be devoted to the culture of their own ethnic group and other ethnic groups across Russia and the globe, for example, the project theme may be "Lyrical Songs of the Ethnic Groups of Our Region", "Toys of the Ethnic Groups of Our Region" (Karpushina & Sokolova, 2012).

*Role play and business games* are widely used as part of the supplementary education for children by means of art. In addition to being an entertainment, the game also contributes to successful social adaptation. The game may include modelling of various sociocultural situations. It is recommended to play *games* aimed at the spiritual and moral development of students, promoting humane and tolerant attitude to each other and to representatives of other ethnic groups.

Socialization of children and adolescents through supplementary education by means of art involves the following forms, such as conference, social campaign, flash mob, concert, meet-the-artist session, traditional demonstration concert, festival, excursion, weekend hobby clubs, Olympiad, competition, evening of recitals, production of social advertising, collective creative endeavour (CCE).

Socialization of children and adolescents through supplementary education by means of art is subject to the following pedagogical conditions:

- Creating an educational environment of social, ethno-cultural and multicultural tenor in supplementary education institutions;
- Organizing volunteering campaigns in order to encourage students to engage in socially valuable and robust actions;
- Running the club "We are Together!" facilitating students' skills of communication and interaction between each other using such methods as discussion, role play, situation modeling, and retrospective analysis of real-life situations;
- Encourage students, teachers, administration, and parents in significant sociocultural activities;
- Embracing the potential of digital pedagogy in socialization of children and adolescents through supplementary education.

## 5 Conclusion

Thus, it should be stressed that the socialization of children and adolescents through supplementary education by means of art should be consistent, drawing on the sociocultural reality, modern educational needs, based on the identified goals, objectives, and principles (humanism; cultural congruence; ethnoculturalism; tolerance; interaction and cooperation; integrity, unity and continuity of education, socialization of the younger generation), the content (experience of emotional and value-based responses to reality; sociocultural and cultural knowledge; types of socially responsible, valuable and robust actions; experience of creative socially responsible activities), the forms (conference, social campaign, flash mob, concert, meet-the-artist session, traditional demonstration concert, festival, excursion, weekend hobby clubs, Olympiad, competition, evening of recitals, production of social advertising, collective creative endeavour (CCE)); methods (creating situations conducive to development, method of success, problem-value conversations, socially meaningful research project, method of problem situations, role play, participation in social campaigns, method of instructions, encouragement, competition, defense of portfolio), pedagogical conditions.

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