

Culture of any country, by definition of D. Mazumoto, includes a system of rules covering mind-sets, values, opinions, images, code and behavior which are relatively stable in time and generations.

Individualism-collectivism (IC) has become the most noted index of cultural diversity in the cross-cultural studies. Anthropologists, sociologists and psychologists use this index equally for an explanation of differences between cultures. Representatives of individualistic cultures (The USA, The Great Britain, Denmark, Finland, etc) consider themselves independent and autonomous individuals whereas representatives of collectivist ones (China, Korea, Pakistan, Colombia, Venezuela) recognize themselves tightly bound with other people. In the individualistic cultures the personal needs and goals exceed the needs of other people; in a collectivist culture the personal needs are sacrificed for the group interests [2].

Since the interaction culture peculiarities (demographic, economic, political, socio-cultural) refer to external adaptation factors, it can be supposed with the high likelihood ratio that the more common things both in the culture of a migrant native country and the new culture are, the easier one adjusts the foreign culture space [3].

It should also be taken into account the following factors which have an impact on education systems of countries from which students come to Russia: geographical, economic, national, cultural and religious which are unique for each particular nation. Each ethnos has its own methods and approaches applying in pedagogical process and which should be taken into account in the educational process of foreign students.

Having come to Russia, foreign students change their socio-cultural environment. The accustomed communicative relations with family, fellow citizens and friends are disrupted. Process of adaptation to the new conditions of external and internal environment starts. Foreign students are emotional over failed exams and unsatisfactory marks more painful than their Russian classmates. The last point is conditioned by the feeling of heavy responsibility towards a family, government, university tutors, and immigration officials. Active cultural and social life, intercourses definitely help to overcome a lot of difficulties of entering into the new culture.

Not all of the foreign students have interest in an alien country. They contrast their own culture with what they see in Russia. Much of Russian reality shocks them and causes a misunderstanding. Foreigners respect a new culture, but keep their traditions, manners and habits alive. Differences between native and alien lifestyles surprise the one student and gladden the other. The most of difficulties appears for students who are indifferent to native and alien cultures. As a matter of fact such kind of passive and indifferent students is in the minority. Basically those are who came to Russia, «because of parents or government decision».

Under those conditions, the optimal algorithm for «entering» a foreign student into educational process is the integration taking place in the process of active acquisition of the other national culture and keeping their own national identity. Exactly the integration into the new cultural environment becomes the main index of successful adaptation [4].

As practice has shown, carrying out any public event with the participation of foreign students positively affects their integration and adaptation. That's why the importance of such carried out events as the First Pan-Russian Festival of Foreign Students and First Festival of Scientific and Creative Achievements of Foreign Students in Tomsk in 2007–2008, in which the students from 51 countries took part, can hardly be overestimated.

The national science study results on this question and historical experience available in Russia from the time of the first youth and student festivals, clearly demonstrate that the introduction of foreign students to the Russian culture by group travels, celebration of traditional national holidays, etc. also are the efficient controller of adaptation, integration and overcoming the aloofness barriers [5]. Social and psychological adaptation of foreign students definitely is the key acquisition determinant of Russian cultural field and the factor of favorable and efficient education.

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SOCIALIZATION OF A TEENAGER'S PERSONALITY IN INTERACTIVE LEARNING

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The modern stage of the general education system development is characterized by much attention to the problem of development of the teenager's

personality in his individuality, originality, uniqueness, peculiarity that is related to the expansion of the information space, emergence of new forms and means of communication and increased need to find new, effective mechanisms of person socialization and education.

A high rate of modern society development, changes in all spheres of human life require a new qualities set of a person such as an ability of easy adaptation to the changing conditions of the environment, a high social mobility based on lifelong education and ability to learn, readiness and ability of self-development, independent actions and activities, taking responsibility for their results, ability to overcome difficulties, development of self-image, positive self-evaluation and life view.

Enrichment of the teenager's social experience, formation of his personality, including all necessary qualities and skills occur most effectively in the process of human communication that becomes a key activity in adolescence period as in Russian pedagogy and psychology this time is considered a very favorable and sensitive for communicative competence development.

Due to Feldstein D.I., socialization and communication development, increased teenager's demand of self-presentation today are blocked by a lack of appropriate structures corresponding to his needs and abilities. Thus showing disorder, increased anxiety, hostility towards adults, entering new informal groups, looking for a friend over the Internet are the result of teenager's growing problem.

According to philosophical, psychological and pedagogical literature under study, group interpersonal interaction of educational activity's subjects organized to solve a problem situation of communication is the basis of interactive learning. It has a personality-developing and socializing potential (Brodsky U.S., Dobrynina T.N., Geikhman L.K., Kargapol'tseva N.A., Kashlev S.S., Matvienko T.I., Nazarov N.V., Panina T.S., Panphilova A.P., Peskova L.A., Rydensky E.V., Savinova I.A.).

The interactive learning of teenagers at the foreign language lessons includes all types of general academic actions (social, personal, cognitive, communicative) marked by the general education program, because the purpose of a foreign language learning in primary school is the development of foreign language communicative competence and development of teenagers' personality through the usage of the foreign language educational potential.

The main point of the socialization that is in the centre of our research determined by its stages such as adaptation, individualization and integration. The notion «personality» includes only social properties and qualities of a person produced during his life, characterizes person's social entity. All aspects of personality are found only in activities, interaction and relations with other people.

During adolescence a person presses towards self-knowledge and personality expression that is

the result of individualization or personalization. A teen continues to be a pupil but his attitude to educational activity changes, psychologically education becomes not of some importance. Elkonin D.B. believed the leading activity in adolescence is a communication with teens of the same age when there is a playing of human relations most diverse aspects, relationships building, realization of deep mutual understanding desire and getting norms and values into the habit. Vygotsky L.S. considered the problem of interests to be a «key to the whole problem of psychological development of a teenager».

In this context we understand the phenomenon of socialization of a teenager's personality in interactive learning as the process of getting norms, values, ways of thinking, behavior rules, forms and means of social communication into the habit by a teenager as a result of active interpersonal verbal and nonverbal activities, cooperation in educational groups and groups with each other to solve problems on the basis of personal life experience of each subject of the educational process.

The following pedagogical conditions of socialization of a teenager's personality in interactive learning are defined in our research work:

- realization of the teenagers' educational networking in interactive learning;
- actualization of interactive potential of the educational subjects' relations;
- tutorial support of a teenager's cognitive activity.

A realization of these conditions allowed to make a conclusion that socialization of a teenager's personality in interactive learning is a goal-directed, gradual and effective process.

During the experimental work some peculiarities of the socialization of a teenager's personality in interactive learning were defined. They are: the interpersonal dialogical interaction of educational process subjects in system «Teacher ↔ teenager» and «teenager ↔ teenager»; learning in small groups in emotionally favorable atmosphere on the basis of cooperation; active role-playing and situational forms of educational interaction; audience feedback, analysis of success and failure reasons in group activities; topic of the lesson's chose taking into account age, preferences, abilities and educational interests of teenagers.

In this aspect we defined the criteria (cognitive, emotionally-valuable, communicative-active), indicators (social competence, independence, verbal and nonverbal activity) and levels (beginner, intermediate, upper intermediate, high) of socialization as a continuous, persistent process of development and self-development of the teenager's personality in the conditions of interactive learning.

For diagnostic data we used the following methods of research: teenagers' questionnaire to identify the significance of the educational networking for their development; procedure «Value orientations» by Milton Rokich; questionnaire «Feedback»; diag-

nostics of person's interactive orientation by Shurkova N.E., Fetiskin N.P.; procedure of personal development's studying by Rozhkov M.I.

In the course of the study we have identified the following structural components of a teenager's personality: *cognitive* (reflects different directions of teenager's knowledge, e.g. self-knowledge, knowledge of social norms and relations); *emotionally-valuable* (regulation of teenager's behavior due to social norms; assessment of own and group activities; understanding of activities' social value, of self-worth and self-acceptance); *communicative-active* (including communicative (verbal) and educational activity, personality expression, development of educational interests, creativity, skills of self-education for the successful self-realization in the future).

Thus, the existing experience of socialization of a teenager's personality in interactive learning was summed up in the process of research work through the realization of the teenagers' educational

networking in interactive learning, actualization of interactive potential of the educational subjects' relations and tutorial support of a teenager's cognitive activity. This research work made it possible to make a conclusion that this complex of pedagogical conditions is necessary and sufficient for the successful socialization of a teenager's personality in interactive learning.

All above proves that the aim of research work is reached and the problem is solved.

We do not claim the final decision of this issue and believe the next research may be devoted to the problem of socialization of a student's personality in interactive learning; to the studying of the environment role in forming the teenagers' experience of interactive cooperation.

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