

# **Socialization of Adolescents: Cultural Practices in Children's Summer Camp**

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The article describes the relevant aspects of the adolescents' cultural practices in children's summer camp, taking into account their specific characteristics. The summer camp is considered as an educational formation and holistic socio-pedagogical body, designed to create conditions for the development of the person. The criteria for inclusion of adolescents in cultural practices in the children's camp to establish their socialization levels (social-passive, social-active, social-initiative) are described. The study reveals the education system in the framework of the model of adolescents' socialization in the children's summer camp Nasz Dom, including four blocks: the target, set-diagnostic, operational-activity, control and evaluation. The results of the experimental work show the effectiveness of the developed model of the adolescents' involvement in cultural practices and their socialization in children's summer camp.

*Keywords:* educational process, personal development, socialization of adolescents, cultural practices, pedagogical conditions, socio-cultural experience, social adaptation

## **INTRODUCTION**

### **Relevance of the subject**

The aim of the Russian education today is to focus on the formation of "human culture" that necessitates a different approach to the content of education. With this approach, the objectives and content of education lose their technocratic character and transfer to the personal plan. Thus, education is the individual's culture of the various activities and communication on the basis of an integrated system of targeted training and education. On this basis, education can be regarded as a cultural process carried out in the culture-educational environment with all the components filled with the human senses. Changing orientations in modern Russian education, implementation of its cultural paradigm requires rethinking the content

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and forms of education of children in the context of culture in the general education system, as well as additional education including the organization of children's summer recreation. The main objectives of the camp are to create conditions for personal development of children, education and adapting to life in society, formation their human culture and values. In this regard, a children's recreation camp can be considered one of the institutions of socialization. There can be established the conditions necessary for the prevention and overcoming of negative tendencies in the children's interpersonal interaction. The implementation of an inclusive and integrated education in children's recreation camp proves the existence of a unique opportunity to dialogue and joint activities of children with normal mental development and disabilities. This will positively affect the process of establishing their identities, development of tolerance, and the formation of experience of constructive interaction in society.

An analysis of the last decades Russian researches shows that, since the 90s of the twentieth century, in the context of democratization and humanization of education there is an intensive search for new values of the theory and practice of the Russian education development. One of these values is culture as a kind of universal child education system, as a working model of its successful socialization area. The Federal law on education in the Russian Federation (Federal Law, 2012) emphasized that socialization must be carried out in the process of accepting cultural values by teenagers. However, despite the large number of studies on issues related to the socialization of teenagers in summer camp, cultural practices as a means of socialization, as well as the classification and typology of cultural practices still remain insufficiently studied. The problem of the children's socialization in the children's summer camp by means of cultural practices becomes more urgent in view of Russia's entry into the space of intercultural economic and social ties with other countries. This is what determined the urgency, theoretical and practical significance of the problem of the establishing pedagogical conditions of adolescents' socialization in children's summer camp using cultural practices.

## **Problem statement**

The cultural approach to the socialization concept means entering into the culture. In this regard, we consider socialization in the framework of the subject-subject position of the participants in the educational process. This position should be oriented towards a human culture so that he could create an image of himself and the world, as well as his actions in it. Thus the teenager's socialization in a children's camp is the process of acquisition of socio-cultural practices and the development of new social roles. This process should take place in the teenager's activity, his communication and self-knowledge, taking place in the recognition, development, appropriation and enrichment of social and cultural experience in a temporary children's association. In this regard, the educational activity in the children's integration camp "Nasz Dom" ("Our Home") was based on the Janusz Korczak's ideas of the childhood self-worth, children's rights, and dialogue between adults and children as the dominant of their relationship (Valeeva, 2003). According to these ideas teenager's socialization is understood as a process of constant learning and reproduction of their socio-cultural experience. It is important to note that there is a certain line that links the socialization and individualization. And this is the experience of a unique social and personal constructs influencing the processes of the child's differentiation and affiliation in micro-socium. This means that social experience underlies socialization; and it is not only assimilated subjectively, but is also actively processed, becoming a source of individualization.

Our study of the problem of teenagers' socialization by means of cultural practices is based on the researches of representatives of culturology on the

dialogue of cultures and cultural globalization processes (Kagan, 1998; Likhachev, 1998); on psychological researches about the features of the adolescents' development (Bozhovich, 2008; Vygotsky, 2005; El'konin, 1989); on the concept of identity formation and socialization (Feldstein, 1997; Shamionov, 2000); on the structure of the personality-oriented education offered by E. V. Bondarevskaya (2001); on the collective theory, embodied in practice by A. S. Makarenko (1990), V. A. Karakovsky (1997); on the theory of education of the individual (Sukhomlinsky, 1980); on the theory of educational systems and educational space (Tagunova, Selivanova, & Valeeva, 2016); on the the cultural approach to education (Borytko, 2005; Aleksandrova, 2010; Benin, 2004; Buova, 1996, Listvina, 2002; Krylova, 2009; Schurkova, 1997); on the idea of humanization of childhood space (Valeeva & Demakova, 2015); on the child's socialization in the terms of children's public associations (Volokhov, 1999; Kochergin, 1993); on the educational process in the children's camps (Kupriyanov, 2001; Frischmann, 2001); on the specificity of integrated education (Malofeev, 2008; Nikitina, 1997; Chagina, 2008).

### **Hypothesis**

The inclusion of adolescents in cultural practices in children's camp will help to improve their level of socialization, if "cultural practices" in the pedagogical context are considered as a process of spontaneous and autonomous acquisition and reproduction by teenager of sociocultural experience based on the development and appropriation of cultural norms and values; if the cultural practices of adolescents in children's camp will be held on the basis of allocation of three areas: communication, activity and knowledge; if diagnostic criteria and indicators of involvement in cultural practices, and established levels of adolescents' socialization are developed; if it is ensured in the implementation of the educational process model of the organization of cultural practices as a means of adolescents' socialization in the camps.

### **METHODS**

#### **The tasks of the research**

In accordance with the intended purpose and the put forward hypothesis of the study identified the following problems: 1) to reveal the sense, the place and role of cultural practices in the adolescents' socialization; 2) to identify the specificity and to develop a classification of cultural practices of adolescents in a children's summer camp; 3) to develop a diagnostic tool including the criteria, indicators and methodologies to identify the involvement of adolescents in cultural practices and determine the level of their socialization; 4) to develop and implement a model for organizing cultural practices as means of adolescents' socialization in children's summer camps.

#### **Theoretical and empirical methods**

In accordance with the hypothesis and the objectives following methods were used: the methods of theoretical research (theoretical, comparative and comparative analysis of pedagogical, philosophical, culturological, sociological, psychological researches; generalization, classification, modeling, design ); empirical methods (analysis and generalization of pedagogical experience in organizing children's communities, monitoring, testing, questionnaire, survey, interviews, discussions, rankings, expert evaluation, experiment and study of documents); pedagogical methods of forecasting; methods of quantitative and qualitative

analysis, generalization and systematization of primary, intermediate and final results; statistical treatment of results of research and pedagogical interpretation.

### **The trial infrastructure) and stages of the research**

The study was carried out from 2009 to 2015 in three stages. In the first phase (2009-2011) the researches on the investigated problem were studied; the experience of pedagogical activity in the integration children's summer camp "Our Home" was summarized. In the second phase (2012-2013) theoretical propositions of the study were refined; diagnostic tools to determine the involvement of adolescents in cultural practices and their level of socialization were developed; and scientifically substantiated model of the organization of cultural practices as a means of teenagers' socialization in children's camp was designed. In the third stage (2014-2015) the model of organization of cultural practices as a means of teenagers' socialization in children's camp was implemented and experimentally verified; pedagogical conditions determining the effectiveness of the implementation of the model were revealed.

Experimental study was organized on the basis of children's integration camp "Our Home", Children's recreational and educational center "Zvezdochka", Municipal educational institution of additional education for children "Children's Art House" of the city of Saratov, NGO "Korczak Youth center "Our Home". The study involved adolescents 11-15 years of age with normal mental development and visual impairments, counselors, parents, teachers and teachers of the boarding school.

### **Criteria for inclusion of adolescents in cultural practices**

The criteria for inclusion of adolescents in cultural practices in children's summer camp include the complex of ideas, interest, and initiatives in the fields of communication, activity and knowledge. For their diagnosis a special technique was developed, and 3 degrees of children's involvement in cultural practices have been established. The low degree of involvement in the cultural practices is characterized by insufficient representations about the features of camp life, low cognitive activity, a single participation of adolescents in educational activities. The average degree demonstrates the presence of notions of camp life; the participation of adolescents in the majority of educational activities; manifestation of electoral interest in different activities in the camp. The high degree shows a good knowledge about the history, traditions and different aspects of the camp; active participation in many areas of educational work in the camp; creative productivity and high initiative; the ability of teenagers to take responsibility for the organization and conduct of the camp activities. The following criteria and indicators have been used for the diagnosis of socialization: social adaptation, social activity, social autonomy, commitment to humanistic standards. On this basis, the levels of teenagers' socialization in children's summer camp (socially passive, socially active, and socially proactive) were established.

## **RESULTS**

### **Pedagogical conditions of adolescents' socialization in a children's summer camp by means of cultural practices**

Based on the analysis of pedagogical and psychological literature, we have identified certain conditions for the organization of cultural practices as means of teenagers' socialization in children's summer camp. These conditions are:

- Implementation in the children's summer camp the humanistic ideas of education: respect for the child's personality, respect for the children's rights, a

close distance of the teacher and the child, dialogue communication, promoting the child's personal growth, establishment of self-government;

- Providing objective and subjective availability for teenagers' wide range of cultural practices;

- Organization of diverse, creative, personally and socially meaningful activity of teenagers in the camp as a model of the future worthy life socializing children;

- Orientation of the educational process on the person-centered approach. It means putting the personality of teenagers leaning on their interests, aptitudes and needs into the teacher's spotlight and thereby assisting in their self-determination. This includes training teenagers to make a correct choice and decision; teaching the methods of self-knowledge, self-control, self-management and self-education important for socialization and self-realization of children in their future adult life;

- Organization of the activity providing the opportunity for children's active involvement in cultural practices. This presupposes personal relationships with them and creating a psychological climate facilitating the free expression of their initiatives;

- Increasing the level of the adolescents socialization by means of creating the conditions for successful social adaptation (development of self-reliance, responsibility, self-confidence, leadership qualities, commitment to self-development, self-education and self-education); promotion of social activity (the disclosure of creativity, the desire to succeed in everything, bring it started to end); development of autonomy (the ability to express themselves, to the statement of opinion, uphold its uniqueness); creation of conditions for a successful self-affirmation of every teenager in the forms of socially useful activity and gaining them the necessary social status in the peer environment (implementation of the need for respect and recognition).

- The group leaders' readiness to organize cultural practices as a means of teenagers' socialization in children's summer camp: ensuring conditions and assistance in finding by teenager values and the sense of life, in the construction of activity, communication and relationships for further enriching their cultural experience;

- Orientation of group leaders' activities not only on the implementation of the everyday plan in the camp, but also on ensuring the teens' social life activity, taking into account their abilities and inclinations.

These conditions are the energizing force of organizing the adolescents' cultural practices in the camp. Thus, values in the content of cultural practices help teens to rethink certain values; help to enhance subject-subject relations, thereby ensuring the efficiency of their socialization. These conditions allow strengthening teens' involvement in cultural practices. The children enrich the knowledge of reality and of themselves; their interests of the various activities at the camp are formed; they become more active and proactive in communication and knowledge.

### **The model of adolescents' socialization in children's summer camp by means of cultural practices**

The developed model for organizing cultural practices as a means of adolescents' socialization in children's summer camp includes four blocks: the target, set-diagnostic, operational-activity, control-evaluation. The target block defines the aim of the model - organization of cultural practices as means of teenagers' socialization in children's summer camp. Set-diagnostic block includes training group leaders to organize cultural practices of adolescents in the camp, to reveal involvement of adolescents in cultural practices and to determine the level of their socialization. Operational-activity block is represented by three stages of organizing cultural

practices during camp sessions: information and research, organizational-practical and effective-creative. Each stage reflects the activity of group leaders and cultural practices of adolescents in three areas: communication, activity and cognition, as well as signs of adolescents' involvement in cultural practices. In the process of implementation of the control-evaluation unit the adolescents' involvement in cultural practices and levels of their socialization are diagnosed. The proposed model is operational and self-developing system providing the opportunity to achieve its aim.

### **The nature and characteristics of the Camp**

Children's camps are one of the most important forms of organization of teenagers' life and activity during the summer holidays. The camp, being the educational organization has a lot of opportunities to combine the educational influence on the child's personality from the social environment, teachers, natural and objective environment. The main feature of the temporary group of children is the establishment of cooperation relations between the adult and children. Socialization process in the children's camp involves a combination of three components: 1) spontaneous socialization takes place in the child's communication with the subjectively meaningful to him persons (any reputable adult, one-to-peer) and under the influence of objective circumstances of life in the camp.; 2) partially socio-controlled process of socialization and education; 3) more or less self-transformation of the child that takes place in the activity carried out first by a child with the help of adults, and then - on their own.

Accordingly, the children's summer camp should have a number of conditions for increasing the level of socialization of adolescents. They are: emotionally comfortable environment, promoting personal development and creating opportunities for personal growth; variability of positive social roles offering a child the choice of different situations of social communication; opportunity to be in a situation of success facilitating the adoption of other people; effective personal relationships in the system "child - adult", "adult - child - child" allowing to relive the experience of being in the desired positive relationships, and to transfer it into everyday life; favorable psychological climate that is established through purposeful activity of the teaching staff of the camp; extended range of cultural practices, providing children the opportunity to be included in the practice of activities, communication and cognition. At the same time these positive conditions to raise the level of teenagers' socialization in children's camp does not always remove all negative micro-factors affecting the process of children's socialization. However, they help to create a unique social environment helping to prevent and eliminate consequences of negative influences of socialization factors, such as family, school, "the company yard," etc.

The new environment allows children to get a positive experience that in the future he will be able to replicate in their daily lives. All this has led us to the conclusion of the necessity of the more constructive organization of the adolescents' socialization in the camp. We consider it a holistic educational formation and socio-pedagogical body, designed to create conditions for the development of the individual.

### **The procedure and results of the experiment**

In the ascertaining stage of the experiment, the control and experimental groups of three institutions were determined: the integration camps "Our Home" and "Zvezdochka". The experimental group consisted of 97 adolescents from "Our Home" children's integration camp, including 11 young people with visual

impairments. The control group included 91 "Zvezdochka" camp teens. The study was attended by 32 group leaders, 9 parents of children with disabilities. In the preparatory and diagnostic block for detecting the degree of adolescents' involvement in cultural practices in the camp and their socialization levels we used questionnaire for children and adolescents from "Our Home" integration camp; method of diagnosing adolescent's involvement in cultural practices in children's summer camp; technique for the study of socialization of the pupils; method of expert assessment of the personal qualities of teenagers.

Comparative analysis of the results of the adolescents' distribution in the experimental and control groups according to the degree of their involvement in cultural practices on the ascertaining stage of the experiment shows the same initial level in both groups. The study of the adolescents' level of socialization in the experimental group at the ascertaining stage, showed the prevalence of social-active level of socialization in 2012 (69.7%), in 2013 (81.3%) and in 2014 (65.6%). The study of the adolescents' level of socialization in the control group on the ascertaining stage of the study also revealed a predominance of the social and active socialization level in 2012 (67.7%), in 2013 (70%) and in 2014 (66.6%).

The study of the inclusion in cultural practices of adolescents in the experimental group on the ascertaining stage of the experiment showed that the first camp session 23.7% of adolescents demonstrated a low degree of involvement in cultural practices, 58.7% - average, 17.6% - high. Most teens of the experimental group showed a selective interest in educational activities in the camp, took part in the first search cultural practices, were active in dialogue and activities, establishing contacts, conducted orientation in the environment. Adolescents with visual impairment are characterized by passivity, uncertainty, caution, lack of independence, were selective in establishing the contacts, sociable enough, but rely on the help and support of others.

In the formative stage of the experiment the operational-activity block of the model was carried out, represented by the three stages of the adolescents' cultural practices organization: information-research, organizational-practical and productive-creative.

At the information-research stage the group leaders organized communication activities aimed at establishing contact with children, intensification of the teenagers' dialogue in the camp "family". They conducted such educational matters as "Whole Camp Zbor (Meeting)," "Meet the brand new", "Family candle lights." Cultural practices of adolescents at this stage include the practice of establishing intimate personal contact, establishing contacts in socio-oriented communication with peers, older and younger children, with the group leaders and children from other countries, persons with disabilities. The teenagers were encouraged to participate in various activities. Cultural practices of teenagers were the first attempts of intellectual, creative, gaming, sports and recreation, social and domestic activities. Practices of planning, setting common objectives, determining the general terms and conditions of joint activities were implemented. For inclusion in the knowledge practices group leaders organized tours, conducted various thematic discussions. Cultural practices of teenagers at this stage include practice of animate and inanimate nature objects research; self-knowledge practices; self-cultivation practice; practice of relationships in the group knowledge.

On productive-creative phase group leaders organized cultural practices in the sphere of communication for creating trust relationships between adolescents, stimulating manifestations of the initiative in organizing the dialogue with peers, younger and older children, group leaders and children from other countries, children with health disabilities. Teens took the initiative in organizing various educational activities in their own clubs, participated in exhibitions of creative works.

In the control phase of the experiment in the control and evaluation model block for the assessment of the adolescents' involvement in cultural practices and their level socialization the same methods and technics were used. Study of the experimental group adolescents' inclusion in cultural practices showed a positive trend: 6.5% of teenagers set a low degree of and 65% - average degree at 30.9% - high. Study of the control group adolescents' inclusion in cultural practices in the control stage of the experiment did not show positive dynamics: 9.9% of teenagers set a low degree, 69.2% - the average degree, 20.9% - a high degree. Comparing the results of the study of the dynamics of adolescents' inclusion in cultural practices in the control and experimental groups revealed a more pronounced positive dynamics of adolescents' inclusion in cultural practices in the children's integration camp "Our Home".

The study of the experimental group adolescents' level of socialization showed that in the control phase of the study, social and proactive level of socialization was detected in 25.8% of adolescents, socially active - 68%, social and passive - at 6.2%. This demonstrates the positive dynamics of the adolescents' socialization in the integration camp "Our Home": increase in the number of adolescents with social and proactive level of socialization and reducing - the social and passive level. The study of the control group adolescents' level of socialization showed that in the control phase of the study, social and proactive level of socialization was detected in 15.4% of adolescents, socially active - in 71.1%, social and passive - in 13.1%. This indicates the absence of positive dynamics of socialization of the adolescents from the camp "Zvezdochka".

Results of the study of cultural practices and socialization of adolescents with visual impairments in the control stage of the experiment showed that the majority of adolescents in this group has increased the degree of involvement in cultural practices; some has reached a high level; by the end of the camp they began to actively participate in educational activities, showed greater independence, confidence, find new friends, become more open, proactive, and sociable.

## DISCUSSIONS

This study showed that the cultural practices of adolescents in a children's summer camp enrich the variability of educational systems and fills educational space with new content. The developed diagnostic tools enhance pedagogical diagnostics of the educational process in the children's camp. It was found that cultural practices of teenagers in the pedagogical context are a process of spontaneous and autonomous acquisition and reproduction of social and cultural experience through the development and appropriation of cultural norms and values. Organization of cultural practices of adolescents in children's camp should be carried out by selecting the three spheres: activity, communication and knowledge with regard to their structure and typology, as well as the specific features of adolescence.

The diagnostic tools to assess the model of organization of cultural practices as means of teenagers' socialization in children's camp include the criteria for inclusion in the cultural practices (ideas, interest, activity, initiative in three areas: communication, activity and cognition), and the levels of adolescent's socialization (socially passive, socially active and socially proactive) that define their criteria (social adaptability, social autonomy, social activity and commitment to humanistic norms).

The implementation of the model of cultural practices organization as means of teenagers' socialization in children's camp should increase the level of socialization of adolescents; they become more adaptable, self-reliant, self-confident; they strive to achieve success; they show social activity, independence of judgment and estimates; they defend their uniqueness; they develop humane qualities of the



person, legal behavior, improving the skills of interaction with other people. Implementation of a large number of teenagers' cultural practices allows them to identify their interests, assess their capabilities, to realize themselves in a creative and organizational activity, to satisfy their own interests and needs.

## **CONCLUSIONS**

The developed model of the organization of cultural practices as means of adolescents' socialization in the camps, built on the idea of continuous active involvement of adolescents in a variety of cultural practices, increases the degree of their involvement in cultural practices and their levels of socialization. The process of holistic phased continuous inclusion of adolescents in a variety of cultural practices in terms of the children's camp, including information-research, organizational-practical and productive-creative phases, allows the promotion of teenagers from socially passive, without initiative, and closed to the active, initiative, sociable, responsible persons.

Positive dynamics of the experimental group adolescents' degree of involvement in cultural practices (from low to high) and their level of socialization (from passive to social and socio-initiative) has confirmed the effectiveness of the developed model and fidelity of the original hypothesis. The developed model contributes to the degree of involvement of adolescents in different kinds of cultural practices, and increases the level of socialization not only of children with normal development, but children with disabilities. However, our study does not exhaust the fullness of the problem, and offers one of the directions of its solution: the development of the system of group leaders training for organization of cultural practices in children's camp; designing programs of psycho-pedagogical support for children with disabilities in order to organize their cultural practices in the children's camp.

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