MAN AS A VICTIM OF ADVERSE SOCIALIZATION CONDITIONS IN MODERN SOCIETY IN THE ASPECT OF SOCIAL PEDAGOGY

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Abstract

The article considers such concepts as «danger» and «socialization», object and object, sources and types of social dangers that affect the conditions of successful socialization of a person; human security, its internal and external factors, as well as the nature and sources of occurrence. Forms of manifestation of dangers of social character are analyzed, and their brief characteristic is given. We study the aspect of becoming a victim of socialization, as well as the aspect of passing a successful and effective socialization of a person into society. In conclusion, the author concludes that the socialization of modern man is influenced by the surrounding society in which he develops, the style of education, socio-cultural layers and individual characteristics of the individual

Key words: *socialization, person, victim, adverse conditions, modern society, danger, risk, process, environment, social pedagogy.*

Today, modern society, without exception, is faced with certain dangers that the surrounding world is fraught with. All of them have different sources of origin, their character and intensity, but they are united by the fact that if they are ignored, the consequences can be catastrophic. Sometimes the most insignificant social threat can lead to popular revolt, armed conflicts and even to the disappearance of the country from the map of the Earth.

«Danger» is one of the fundamental categories of life safety science. In the dictionary of Sergei Ivanovich Ozhegov, it is noted that «danger is the possibility of the onset of something bad, some kind of misfortune» [13, 650]. Such a definition is very conditional and does not reveal the entire complexity of the concept under consideration. Danger in the broad sense can be interpreted as «... real or potential phenomena, processes or events that can really harm each individual, a certain group of people, the entire population of a particular country or the world community as a whole. This harm can be expressed in the form of material damage, destruction of spiritual and moral values and principles, degradation and involution of society. The term «danger» should not be confused with «threat». Despite the fact that these are related concepts, «threat» refers to the openly expressed intention of a person to harm physically or financially another person or society as a whole» [13, 650].

When considering this concept, it is important to identify what is the object and subject of danger.

The subject is its carrier or source, which is individuals, the social environment, the technical sphere, as well as nature. Objects, in turn, are those subject to a threat or danger (person, social environment, state, world community).

To date, there are about 150 names of potential hazards. Therefore, they should be systematized.

For example, social dangers, or as they are also called public dangers, are heterogeneous in nature. However, there is one feature that unites them all: they pose a threat to a huge number of people. For example, a person taking drugs condemns not only himself, but also his family, relatives and friends

who are forced to live in fear because of the "vice" of a person who is not indifferent and loved by them. One of the most common typologies notes the following types of social hazards. 1. Economic – poverty, hyperinflation, unemployment, mass migration and others. 2. Political – separatism, excessive manifestation of nationalism, chauvinism, the problem of national minorities, national conflicts, extremism, genocide and others. 3. Demographic – the huge growth of the world's population, illegal migration, which is currently reaching terrifying proportions, overpopulation in some countries, on the one hand, and the extinction of nations, on the other, the so-called social diseases, which include, for example, tuberculosis, AIDS and others. 4. Family – alcoholism, homelessness, prostitution, domestic violence, drug addiction and others [6, 6].

An alternative classification of social hazards can be classified according to a number of other principles. 1. By nature, there are social dangers: affecting the human psyche (cases of blackmail, extortion, fraud, theft and others); related to physical violence (cases of banditry, racketeering, terror, robbery and so on); generated by the storage, use and distribution of narcotic or other psychoactive substances (drugs, alcohol, tobacco products, prohibited smoking mixtures and the like); arising mainly as a result of unprotected sexual acts (AIDS, sexually transmitted diseases and others). 2. By gender and age, there are dangers characteristic of: children; adolescents; men / women; people of advanced age. 3. Depending on the preparation (organization): planned; involuntary [15, 6].

Sources of danger are also called prerequisites, the main of which are the various processes taking place in society of a social and economic nature. These processes, in turn, are not spontaneous, but are caused by the actions of a person, that is, his actions. These or those actions depend on the level of intellectual development of a person, his prejudices, moral and moral values, the totality of which ultimately determines and outlines his line of behavior in the family, group and society. This behavior is called deviant and is a deviation from the norm and poses a real threat to others [8, 64–65].

Thus, it can be argued that the imperfection of human nature is one of the most important sources of social dangers. Often the causes of social dangers, unrest, escalating into conflict, lie in the need or lack of something. These include, for example, a pathological lack of money, a lack of adequate living conditions, a lack of attention, respect and love on the part of loved ones and relatives, the impossibility of self-realization, non-recognition, the constantly aggravating problem of inequality in society, ignoring and unwillingness of the authorities to understand and solve difficulties, with which the population of the country faces daily and so on.

In conclusion, it seems to conclude that the main sources of danger are: processes, as well as phenomena that are of natural origin; elements that make up the industrial environment; actions and actions of man.

Crimes also pose serious social dangers. Life safety science notes the following most common crimes that have a negative impact on the environment: terror, fraud, robbery, blackmail, rape. Terror – violence with the use of physical force until the death. Fraud is a crime, the essence of which is to seize someone else's property through deception. Robbery is a crime whose purpose is also to seize other people's property. However, unlike fraud, robbery involves the use of violence that is dangerous to the health or life of people. Blackmail is a crime that involves the threat of exposing a person in order to receive various kinds of tangible or intangible benefits from him. Rape is a crime that constitutes violent sexual intercourse, during which the victim is in a helpless state [11, 67].

Social dangers include the same: addiction, alcoholism, sexually transmitted diseases, terror, fraud, robbery, blackmail, rape and others. Addiction is one of the most powerful human addictions. Addiction to such substances is a serious disease that is practically untreatable. An individual who uses drugs, while intoxicated, does not give an account of his actions. His consciousness is clouded, and his movements are inhibited. At the moment of euphoria, the line between reality and sleep is blurred, the world seems beautiful, and life is rainbow. Alcoholism is a disease that occurs due to addiction to alcohol. An alcoholic is characterized by a gradual mental degradation associated with the appearance of a number of specific diseases. The peripheral and central nervous system suffers significantly. An alcoholic condemns to torment not only himself, but his whole family. Sexually transmitted diseases – AIDS, gonorrhea, syphilis and the like. Their social danger lies in the fact that they are spreading at a tremendous speed and threaten the health and life of not only the directly ill, but also humanity as a whole [2, 9-10].

Modern man is in danger of social danger. Examples of the life of drug addicts, alcoholics, and criminals should always remind us that we are responsible for what is happening around us and are

obligated to help the needy and destitute as far as possible. The main role here is played by the family, namely, family education aimed at protecting their offspring from all sorts of dangers. At the same time, the family must prepare the children themselves to survive and not become victims of adverse situations.

The socialization of specific people in any society proceeds under various conditions, which are characterized by the presence of certain dangers that affect human development. Based on this, entire groups of people appear who become or are likely to become victims of adverse socialization conditions.

At each age stage of socialization (according to Anatoly Viktorovich Mudrik), one can identify the most typical dangers, the collision of a person with which is most likely [12, 12–15].

a) In the period of fetal development of the fetus (from conception to birth): the unhealth of the parents, their drunkenness and (or) an erratic lifestyle, poor nutrition of the mother; negative emotional and psychological state of parents, medical errors, unfavorable ecological environment [4, 22–32].

b) At preschool age (0–6 years): diseases and physical injuries; emotional dullness and (or) immorality of parents, parents ignoring the child and his abandonment; family poverty; anti-humanity of employees of children's institutions; rejection by peers; antisocial neighbors and (or) their children; video views of films and videos of pornographic and morally degrading content.

c) At primary school age (6–10 years): immorality and (or) drunkenness of parents, stepfather or stepmother, instead of native parents, poverty of the family; hypo- or hyper-custody; video views of films and videos of pornographic and morally degrading content; poorly developed speech; lack of readiness for training; negative attitude of the teacher and (or) peers; the negative influence of peers and (or) older children (attraction to smoking, substance abuse, alcohol, theft); leaving home (shoots); physical injuries and defects; loss of parents; rape, molestation.

d) In adolescence (11–14 years): drunkenness, alcoholism, immorality of parents; family poverty; hypo- or hyper-custody; video views of films and videos of pornographic and morally degrading content; computer games; mistakes of teachers and parents; smoking, substance abuse; rape, molestation; loneliness; physical injuries and defects; bullying by peers; involvement in antisocial and criminal groups; advancing or lagging in psychosexual development; frequent family trips; divorce of parents.

d) In early youth (15–17 years): antisocial family, family poverty; heavy drinking, drug addiction, prostitution; early pregnancy; early and unequal marriages; involvement in criminal and totalitarian groups; rape; physical injuries and defects; obsessive delirium of dysmorphophobia (ascribing to oneself a nonexistent physical defect or lack); lack of understanding by others, loneliness; bullying by peers; failures in relations with persons of another gender; suicidal aspirations; discrepancies, contradictions between ideals, attitudes, stereotypes and real life; loss of life prospects.

f) In adolescence (18–23 years): drunkenness, drug addiction, prostitution; poverty, unemployment; rape, sexual failure, homosexual and lesbian relationships, negative experience in a civil marriage, stress; involvement in illegal activities, in totalitarian groups; loneliness, misunderstanding of relatives, friends and acquaintances; the gap between the level of claims and social status; Military service; inability to continue education.

Whether a particular person encounters any of these dangers will largely depend on both objective circumstances and his individual characteristics.

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│                      Social and natural environment                       │
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│                   Negative environmental factors (causes)                 │
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| Economic: unsolved problems of economy, land use | Political: inaction of legal authorities and governing bodies; split of national elites | Informational: permissiveness in the media; propaganda of social events | Intrapersonal: low culture and educational level; inability to adapt to new living conditions |

A social hazard is a process and phenomenon that arises as a result of people's actions in society, on the basis of problems and contradictions, threatening the life, health of people, their property, rights and legitimate interests.

Types of social hazards

| Political: - terrorism; - extremism; - separatism; - nationalism; - genocide; - chauvinism and more. | Economic: - unemployment; - poverty; - illegal migration; - conflicts in the service sector and more. | Demographic: - overpopulation of the planet; violation of reproduction of the population; - social diseases (HIV / AIDS, tuberculosis, hepatitis) and more. | Family, household: - violence in family; - neglect; - addiction; - alcoholism; - prostitution. |

Forms of ops situations

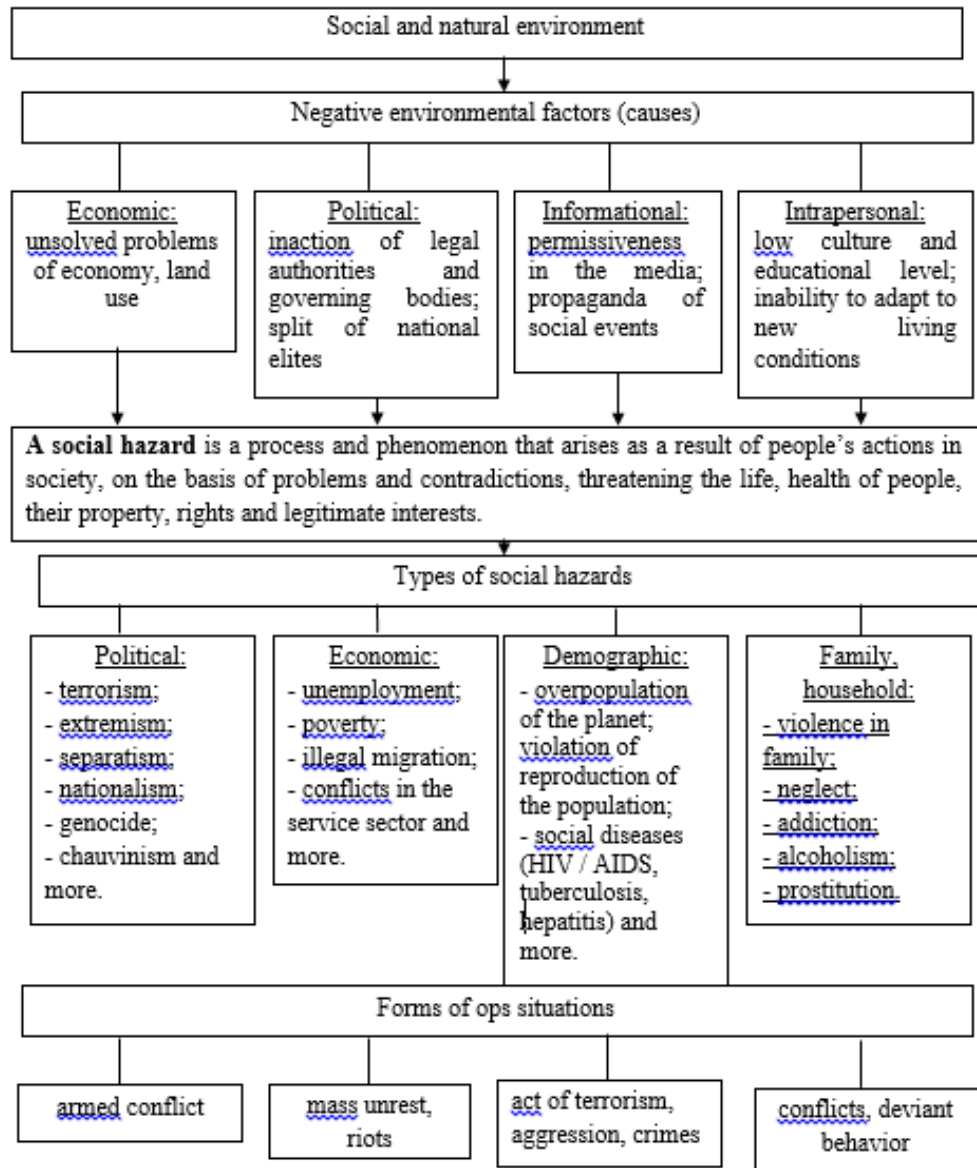| armed conflict | mass unrest, riots | act of terrorism, aggression, crimes | conflicts, deviant behavior |

Figure 1 – Dangers of a social nature and the form of their manifestation

Risk as a probable danger or the extent of consequences is an estimated characteristic used for analysis and forecasting, a preliminary measure of assessing the danger of a possible situation, the reliability of a project, system, decision, behavior. For example, the risk of an accident, loss of time, damage to property during a trip or on vacation. Social risk is measured by the ratio of the magnitude and frequency of social events to the magnitude of damage to the people affected. In public and state affairs – politics, economics, defense – most often there is a deliberate risk when the expected success, profit, acceptable price, consequences, etc. are carefully calculated. Neglect of signs of social dangers and adverse factors, their underestimation leads to the fact that they accumulate, become uncontrollable, and larger incidents, or even social emergencies, can arise from small dangerous situations. At the same time, underestimation of the danger and inaction of people in adverse conditions themselves become additional dangerous factors that enhance the influence of the initial dangers (synergistic effect) [14, 105].

Socialization is a complex and multifaceted process. The term «socialization», despite its widespread use, does not have an unambiguous interpretation. In accordance with a generalized interpretation, the process of socialization is 2... the totality of all social processes, thanks to which the individual learns a certain system of norms and values that allow him to function as a member of society» [10, 5].

In domestic social psychology, the following understanding of the socialization process is most widespread: «Socialization is a two-way process that includes, on the one hand, the individual assimilating social experience by entering the social environment, into the system of social connections, and on the other hand, the individual actively reproduces the system social ties due to his active work, active inclusion in the social environment».

With this understanding of socialization, not only the process of social orientation and the assimilation of social standards are recorded, but also the moment of active transformation and application of the acquired social roles, norms, values, and methods of social self-determination in new social situations.

When analyzing the process of socialization, one can distinguish the following facets, or semantic dominants, in its structure [3, 58–61].

Firstly, the emphasis in the analysis of socialization can be placed on the translation of culturally set values, patterns of behavior, ways of social categorization. The social development of the individual in this case will be considered mainly as a process of inculturation.

Secondly, the process of socialization can be understood as the process of proper assimilation, internalization of social experience. Emphasis will be placed on the content of the assimilation and the mechanisms of this assimilation.

Thirdly, attention can be paid to the analysis of the possible results of socialization, that is, socialization as an adaptation.

All of the above aspects of socialization characterize its passive side, that is, the moment of a person's «entry» into society. The active side of socialization, associated with the reproduction by a person of acquired social experience, rarely becomes the subject of socio–psychological research.

Fourth, in the dominant analysis of the socialization process, the emphasis is on the activity of the subject of socialization, which manifests itself in many areas: in adherence to different values, in choosing roles, in the methods used to resolve role conflicts, in choosing methods of self-presentation, and more. Here the emphasis is on the consideration of socialization as a process of social construction.

A person becomes a full member of society, being not only an object, but also, more importantly, a subject of socialization, assimilating social norms and cultural values, being active, self-developing and self-fulfilling in society.

A person becomes an object of socialization objectively, because throughout his life at every age stage he faces tasks for the solution of which he more or less consciously, and more often unconsciously, sets himself the corresponding goals, that is, shows his subjectivity (position) and subjectivity (individual identity).

All age tasks of a person are objective. To solve problems, a person sets (or does not set) goals, the achievement of which leads to their solution. Depending on how fully and adequately the tasks are realized or felt, and on a number of other circumstances, a person's goals may be more or less adequate to age-related tasks.

The goals put forward may more or less correspond to the personal resources necessary to achieve them. For example, a teenager, solving the problem of the natural-cultural series – to correspond to the image of a man, sets a goal to significantly increase his muscular strength, which in principle is quite real. Another option: to solve the problem of self-affirmation, a high school student can set a goal to ensure that his experiences are accepted by others according to their subjective significance for himself, and not according to the degree of significance in real life, which is unattainable in principle.

It is important to note that a person consciously or unconsciously determines the reality and success of achieving certain goals. This allows him, having discovered a discrepancy between his needs (goals) and the objective possibilities of their implementation (goal achievement).

In general, it should be noted that since a person is active in solving objective problems, to one extent or another is the creator of his life, he sets himself certain goals, insofar as he can be considered as a subject of socialization.

Every person, especially in childhood, adolescence and youth, is an object of socialization. This is evidenced by the fact that the content of the socialization process is determined by the interest of society in ensuring that a person successfully masters the roles of a man or woman (gender role socialization), creates a strong family (family socialization), and could and would like to competently participate in social and economic life (professional socialization), was a law-abiding citizen (political socialization) and so on.

Requirements for a person in a particular aspect of socialization are presented not only by society as a whole, but also by specific groups and organizations. For example, Emil Durkheim, considering the process of socialization, believed that the active principle in it belongs to society, and that it is the subject of socialization. «A society», he wrote, «can survive only when there is a significant degree of homogeneity between its members». Therefore, it seeks to form a person «in its own way», that is, asserting the priority of society in the process of socialization of a person, E. Durkheim considered the latter as an object of socializing influences of society [7, 352].

Man is not only an object and subject of socialization. He may become her victim. This is due to the fact that the process and result of socialization comprise an internal contradiction.

Successful socialization presupposes, on the one hand, effective adaptation of a person in society, and on the other, the ability to withstand a certain degree of society, or rather, part of those life conflicts that impede the development, self-determination, self-realization, self-affirmation and self-actualization of a person   [5, 53-99].

Thus, it can be stated that in the process of socialization, an internal, completely insoluble conflict is laid down between the degree of adaptation of a person in society and the degree of his isolation in society. In other words, effective socialization implies a certain balance between adaptation in society and isolation in it.

A person who is fully adapted in society and incapable of resisting it to some extent, that is, a conformist, can be considered a victim of socialization. At the same time, a person who is not adapted in society also becomes a victim of socialization – a dissident (dissident), an offender, or else somehow deviates from the lifestyle adopted in this society.

Any modernized society in one way or another produces both types of victims of socialization. A democratic society produces victims of socialization mainly in defiance of its target settings.

The magnitude, severity and manifestation of the conflict described are related both to the type of society in which a person develops and lives, and to the upbringing characteristic of society as a whole, for various sociocultural groups, specific families and educational organizations, as well as individual characteristics of the person himself.

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