HIERARCHY OF MANAGEMENT OF SOCIALIZATION PROCESSES IN EDUCATIONAL ORGANIZATIONS

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Annotation:
The article discusses the hierarchy of managing the processes of socialization of a person in educational organizations. In particular, four levels of the hierarchy of social process management, namely objective, subjective, macro and micro levels, are highlighted.

Keywords: personality, socialization, objective level, subjective level, macro level, micro level, macroobjective, microobjective, marcosubjective, microsubjective, hierarchy.
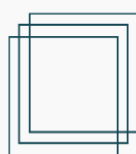
Annotation
The article discusses the hierarchy of management of the processes of socialization of the individual in educational institutions. In particular, four levels of the social process management hierarchy are identified, namely the objective, subjective, macro and micro levels..

Keywords: individuality, socialization, objective level, subjective level, macro level and micro level, macroobjective, microobjective, macrosubjective, microsubjective, hierarchy.
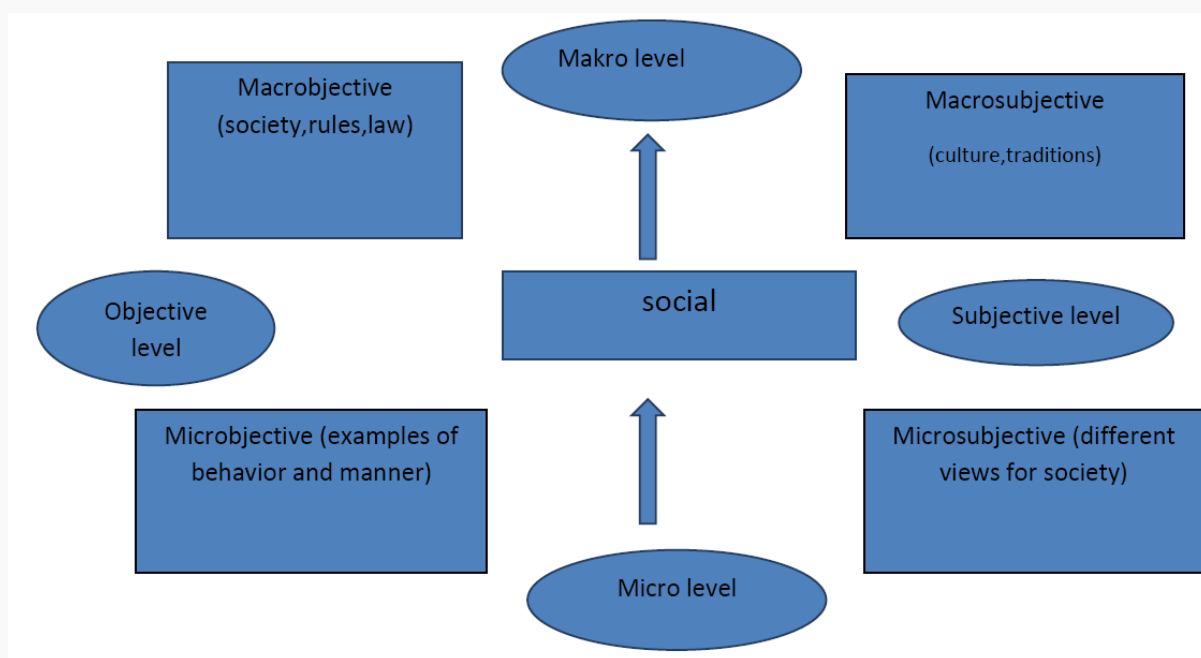
Socialization of a person is a very complex multifaceted process, which includes a number of individual processes specific to the organization of socialization. Each of them should correspond to a certain management system located in a hierarchical order. No higher education organization can carry out socialization in isolation, it can only carry out certain activities together with other socializing management levels.Thus, socialization is achieved only by the systematic influence of management relations in a certain hierarchical interaction.

Hierarchical structure of management of personal socialization processes can be expressed at least on five levels. According to scientists, such a conceptual scheme makes it possible to describe the influence of various linear and interlevel factors, as well as to study possible ways of implementing forms, methods and means of socialization at each level. All systems of socialization from the macro to the micro level interact with the individual in unity and diversity.

The hierarchy of education and training space is classified at different levels as a system of social institutions of education in the structure of the following systems, processes and relations in relation to the subject of socialization.

The first (higher) level is the global, interstate level, the level of the macrosystem of society's educational socialization. As a large, stable social community, society functions as a field of interaction of various social communities united into a single social system at the level of the macrosystem of socialization. The described macrosystem can be expressed as a world macrosystem with the main influence of social environment factors.

Society works as a space of interaction of various social communities and groups. In this space, it is almost impossible to separate a person from the general effects of global problems. Environmental crisis phenomena, political problems, differences in the social environment, racial and ethnic conflicts, interstate conflicts - this is not a complete list of mega and macro factors that affect socialization to a certain extent. The unity of the educational space and the solution of the problems assigned to the processes of socialization at the world and international level are ensured by the influence of strategic management aimed at fulfilling the mission of the society. Socialization management at this level is carried out by coordinating the efforts of communities based on the agreement of interests based on contractual documents and obligations (multilateral or bilateral contracts and agreements), as well as constant exchange of information and coordination of regulatory and legal documents.

Activities of states, public associations, parties, and social groups to protect their interests and achieve goals at the international level are also important. The most common way of influence of macro level and macro systems on the processes and results of socialization is communication, including the entire arsenal of means of information transmission and distribution, mass media as an active agent of politics of dominant social groups. The presence of reverse relations, that is, the influence of the lower levels of the hierarchical structure of the socialization of a person on the higher level, provides the necessary conditions for monitoring the quality of the execution of high-level directives and for the appropriate correction of management decisions. The internal structure, the mobility of educational systems, the openness of the social structure of society, isolation, etc. affect the process of socialization

The second level of the considered hierarchy is the state level, which determines the macrosystem of socialization of the individual in the educational space of the state as a whole. The dominant components of the secondary macrosystem are the education system of the state as a whole; are social institutions established and developed for the purpose of organization and management of educational processes, including general education, professional education, their analysis and study. The greatest impact on the socialization of a person at this level is made by the microfactors of the social environment.

Compensation of negative effects and action directed to the state criteria of education is carried out by managing the education system as a whole and its separate components, for this, single internal bodies, single regulatory and legal bases of the system's activity are created. All-state normative legal frameworks reflect social realities, their formation is provided by external macro-factors:

- ethnic characteristics of the internal society;
- historically developed socio-political system, socially important spheres of activity, system of public relations and relations between people, etc.;
- composition and number of the population;
- geographic, landscape location and structure of the region and ethnogeographic status of the population;
- characteristics of economic processes and socio-economic structure;
- internal political and legal structure, stability management systems, effectiveness of power structures.

At the state level, as a strong social institution that performs the function of socialization, the national policy of the organization and operation of the educational environment and its support system is formed and implemented. The intermediate state of the considered level determines its dependence on macro and meso levels, including internal factors. On the other hand, the state level is fundamental in the management of social institutions at the meso- and micro-level, which is characteristic

of the transition from the world ideas of human survival to the "practical" levels of implementation - regional and individual-oriented educational institutions, systems and technologies. is a joint. Only within such a hierarchy can the problem of socialization of a person as a full member of society be solved. This problem is solved as the implementation of a single state social order that provides state policy with all available forms, methods and tools. It should not be forgotten that in a democratic society and other systems, a certain, objective resistance to innovation is carried out secretly by almost all institutions, social groups and individual subjects, with the objective conservatism of man, society and the institutions produced by him. explained. Therefore, in the socialization of individuals, the clear implementation of the single state task of organizing the assimilation of social norms and cultural values in the environment of relatively small communities is inevitably complemented by the need to encourage people to effectively occupy their place in society, to which their it is achieved by accelerating the processes of activity, self-development, and self-awareness.
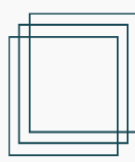
Research shows that the state policy in the field of education should combine the strictness of the regulatory, regulated management of the educational system and the mechanism of a person-oriented, flexible approach, taking into account human psychophysiology and the demands of society. One of the possible ways to fulfill these requirements is to use the method of person-centered design of educational strategies:
- reveals the main directions of socialization;
- based on the theoretical and methodological principles of systematic description of socialization processes in the field of education;
- offers methods, models, and technologies for implementing the targeted process of educational policy implementation in accordance with the goals and objectives of society and social reality;
- makes it possible to assess the necessary resource provision of the single national policy of socialization of the individual;
- creates the necessary conditions for coordinating the efforts and activities of the entire educational system, as well as its individual components.Thus, at the state level of the hierarchy, the use of specialized institutions for the management of the educational system and the coordination of the activities of "lower" levels of education, the use of state communication tools that perform the functions of designing educational strategies, and a unified educational policy taking into account social reality and unified regulatory documents is done through Designing educational strategies allows you to flexibly and proactively respond to emerging problems, adjust regulatory and administrative relations, and, if necessary, change the educational policy of the state's unified educational space.

The third level of the considered hierarchy describes the internal education system consisting of regional undivided mesosystems of socialization of a person corresponding to regional (territorial) educational areas (region, city, district).

The structure of social educational institutions, the relations between the elements of this structure are determined by very specific regional characteristics, factors of the social environment at this level. At the same time, at this level, it is possible to build a relatively general structure of socialization of a person, which is carried out as a reflection of mesomiles, which are of primary importance for mesosystems of socialization in the regional (territorial) educational space. The interaction of the mesosystems of the social environment can be seen in the development and outcome of socialization processes in the whole society and in individuals, in particular, the interaction of each regional or each territorial mesosystem. Requirements for coordination of levels and layers of the social hierarchy determine the need for mesosystems to be strictly dependent on the level of coordinating macrosystems. The structure of each mesosystem is designed to perform a number of functions, including education.

The operational management of the system of educational institutions consists of the activities of regional and territorial management bodies, whose functional task is to collect, analyze and systematize data, organize the activities of educational institutions with unified goals and tasks, etc. k.
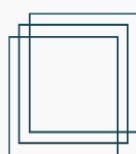
The fourth level is the level of the interregional structure of the educational space, which is the microsystem of socialization of the individual in groups of educational institutions, and it is characterized by horizontal and vertical relations in the structure of educational institutions. Horizontal relations are formed by the following connections:

- stages of the educational process (primary, general average, toprofessional, higher, etc.);
- profile (general, professional, humanitarian, technical, medical, etc.);
- educational direction (basic, special, additional, etc.);
- by type of educational institution (state, non-state, innovative, special, etc.).

In terms of vertical connections, the following can be established:

- levels of education (general, professional, additional);
- types of educational institutions (preschool, general education, professional, higher, etc.);
- groups of educational institutions (schools, lyceums, colleges, technical institutes, universities, public associations, clubs, educational centers, etc.).

The management system in higher education organizations should ensure the mobile, flexible nature of socialization, because the formed and undoubtedly relevant, progressive idea of socialization of a person over time, when changing various factors of the social environment, becomes conservative, unsuccessful. , may seem unpleasant.

It should be noted that the previous levels of this model describe the social institutions and relations that provide, coordinate, manage the processes of socialization of the individual at the "lower" levels of the hierarchy. A separate description of these levels of the hierarchy is necessary, because it separates the separate levels of the hierarchy with visible, formalized functions. allows to obtain, determines their interaction and finally connects the described levels with the systems hierarchy (layers) of the concepts of the relevant fields of knowledge. All this makes it possible to consider the processes of socialization as global processes of human adaptation to life, taking into account the goals formed by society.

Thus, the proposed hierarchy of socialization reflects, firstly, the realities of the world social structure; secondly, the complexity of the phenomenon under consideration and the individual social relations of its components; thirdly, it allows for the formalization of most of the processes at each level.

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