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We are glad to present you the results of the study “Professional socialization under conditions of digitalization”

As a result of the theoretical analysis, the notion of professional socialization and re-socialization of the individual is defined, the main agents of professional socialization and re-socialization are identified as well as their role in that process. Professional socialization in the broadest sense is a process of development of adaptive and integrative qualities of the individual within the framework of the component of the general socialization process that creates the potential for horizontal and vertical mobility in the field of labor relations throughout the life of the individual. Professional socialization in the narrow sense of the notion is considered within the boundaries of a certain socio-professional group and has a "narrow" professional orientation. The process of professional socialization includes the following components: professional education, professional interaction, professional experience, professional skills. Professional re-socialization in the context of digitalization is the process of acquiring, expanding or replenishing by individuals the necessary knowledge, skills and abilities relevant in the digital economy through the use of various methods and forms of training, including professional retraining.

Based on the analysis of documents and statistical data, the role of professional education organizations, authorities and specialized state organizations (employment centers), employers and trade unions in professional socialization and re-socialization is revealed. These structures act as agents of professional socialization and re-socialization. In modern Russian society, all these structures play an important socializing role in terms of professional socialization and re-socialization. However, the emergence of new professions and the development of new areas of professional activity is a certain challenge, which is more successfully handled by corporate and private educational institutions. Universities and state centers of additional professional education need more time and coordination for the implementation of new educational programs, thus becoming more slowly involved in the processes of professional socialization and re-socialization. However, the role of institutionalized actors remains in demand from consumers, both those who form a professional identity, and for those who change their profession. The role of agents of early professional socialization and career guidance is increasing, as certain professional competencies for certain areas of modern professions in the field of digital economy can be acquired already at school.



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The main results for the socio-professional group of public officials who participated in the study are:

- ✓ Professional flexibility and readiness to accept changes are the competencies of a modern public servant.
- ✓ For half of employees, digital technologies are directly related to professional success.
- ✓ More than half of the employees are concerned about the availability of younger, more adaptive and competent professionals, as well as about the changing requirements for the profession.
- ✓ In general, it is recognized that there is a correlation between increased anxiety and the need to master new digital competencies with the age of employees, i.e. older employees are most concerned about the acceleration of the pace of work, as well as the increase in changes.
- ✓ 32.2 % of employees surveyed have 100% of their working time associated with the use of information and communication technologies, 42.7% work with digital technologies up to 75% of their working time, and 15.4% of respondents – up to half of their working time.
- ✓ According to the self-assessments of the respondents, they have the greatest degree of competence "to search for, understand digital information" and "filter and analyze information received through ICT channels", the least is the competence related to the development of digital content and programming, as well as the competence to ensure information security.

In addition, the study examined the issues of professional re-socialization of students, children and young people, as well as the elderly.

Presentation of research results in publications indexed in the Web of Science, Scopus:

- Bannykh G., Kostina S., Zaitseva E. Entering the civil service in Eastern Europe as a stage of professional socialization: a comparative analysis Proceedings of the 36th IBIMA conference 4-5 November 2020, Granada, Spain

- Bannykh G., Kostina S., Novikova O. Formation of competencies for digital economy at school: experience of Russia Proceedings of the EDULEARN20 (12th annual International Conference on Education and New Learning Technologies) 6th-7th of July, 2020, Palma de Mallorca, Spain
- Bannykh G., Kostina S., Voronina L., Kasyanova T. Peculiarities of retraining the elderly in the framework of professional resocialisation: regional aspect. Proceedings of the EDULEARN20 (12th annual International Conference on Education and New Learning Technologies) 6th-7th of July, 2020, Palma de Mallorca, Spain
- Bannykh G., Kostina S. Global trends in employment changes and their impact on professionalization. Globalization and its socio-economic consequences 2020 Slovak Republic, Rajecke Teplice, 21– 22. October 2020

