



## **Management Effectiveness of Students Socialization as a Development Imperative of Cultures Dialogue and Civilizations Partnership**

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### **ABSTRACT**

The relevance of the study is conditioned by the ways' search to prevent the civilizations' clash and to settle local inter-civilizational conflicts. In the context of globalization the world is increasingly integrated into a single wholeness which is constantly faced with the necessity of cultural pluralism in problems' solving of contemporaneity. At the end of the twentieth century, with the initiative of the United Nations the idea of an "Alliance of civilizations" appeared aimed at eliminating the gap between Muslim and Christian communities. The society demanded from research universities training of professionals, which are not only competitive in the labor market, but also possess civil position, ready to self-realization and construction of their own life in the flux of social transformations. The article is aimed at clarifying of the management peculiarities of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership. The leading method is the method of action research, allowing to obtain new knowledge about the interaction processes of socialization, cultures' dialogue and civilizations' partnership and to develop the management mechanism of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership. The article reveals the essence of socialization, cultures' dialogue and civilizations' partnership; gives the characteristic of professional education as agent of socialization; clarifies universal mechanisms of socialization (traditional, institutional, stylized, interpersonal, reflexive); determines pedagogical principles (dialectic inclusion of national culture in national and world culture system, multicultural identity and self-actualization of personality, axiological, multiculturalism) of management of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership; clarifies pedagogical tools (content and technology) and pedagogical conditions (inclusion in the educational content of the educational material that provides the dialectical relationship between national identity of the learners with the development of social and moral norms of behavior; formation of the system of cultural imperatives; the formation of an integrated poly-cultural worldview in all agents of socialization) of management effectiveness in National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership; presents the developed management mechanism in the socialization of students of National Research University as a development imperative of the dialogue of cultures and partnership of civilizations. The paper submissions can be useful for teachers of research universities; specialists of centers of qualification improvement and personnel retraining the selection and structuring of the content for the training of scientific and pedagogical staff of research universities.

**Keywords:** Research Universities, Dialogue of Cultures, Partnership of Civilizations, Socialization of Students, Management

**JEL Classifications:** A23, I23, I26

## 1. INTRODUCTION

### 1.1. The Relevance of the Study

In the context of globalization the world is increasingly integrated into a single wholeness which is constantly faced with the necessity of cultural pluralism in solving problems. Philosophical-cultural integrative concept of globalization reflects the trend of progress in world history and culture at the present stage of human development. The challenges of globalization and interaction of civilizations, preventing their collisions and the adjustment of local inter-civilization conflicts leads to a special attention of scientists and the public, causes a wave of publications (Yakovets, 2003; Kalimullin and Masalimova, 2016; Kozhanova et al., 2015; Valeeva et al., 2016; Sabirov et al., 2015). In our opinion, international relations in the twenty-first century should be defined by the dialogue of cultures and partnership of civilizations. In the end of the twentieth century, with the initiative of the United Nations the idea of an “Alliance of civilizations” appeared aimed at eliminating the gap between Muslim and Christian communities. “Alliance of civilizations” is a Spanish-Turkish project. The project “Alliance of civilizations” was proposed by the Prime Minister of Spain Khosé Luis Rodríguez Sapatero on 21 September 2004 at the 59<sup>th</sup> General Assembly of the United Nations and supported by the Prime Minister of Turkey Redjep Tayyip Erdogan. The project was intended to promote international actions against extremism through the making international, intercultural and interreligious dialogue and interaction (Alliance of Civilizations, 2016, February 03). The special representative of the UN group “Alliance of civilizations” Jorge Sampaio called the four basic conditions needed to overcome the gap between Islam and the West. According to the former President of Brazil, the main problems in relations between the two civilizations are in the fields of education, mass media, youth upbringing and immigration. To solve the above mentioned problems “Alliance” proposed in 2006 a set of projects and initiatives aimed at rapprochement of the two cultures. The education system occupies a special place in the dialogue of cultures and partnership of civilizations. This is because cognition is inter-civilizational in nature. Civilization limitations can only restrict its course. Education transmits knowledge and skills, cultural and ethical values from generation to generation (Zimnaya, 2004; Klimentyeva, 2013). In this case, it is not fundamentally different in civilizations. In modern conditions the society demands from research universities the training of professionals which are not only competitive in the labor market, but also possess civil position, ready to self-realization and construction of their own life in the stream of social transformations (Gukalenko and Danyluk, 2005). Indicators of research university graduate’s being educated are not only the knowledge, skills, competences, but also axiological self-determination (Likhachev, 1995). The paper is aimed at clarifying of the peculiarities of the management in National Research University students’ socialization as a development imperative of the cultures’ dialogue and civilizations’ partnership.

### 1.2. The Essence of the Process of Socialization

It is determined that socialization is a complex process in which dialectically interact bio psychic and social factors forming two sets: Internal, associated with bio psychic personality characteristics,

and external, associated with the objective conditions under which the formation and transformation of personality takes place. The essence of the process of socialization is that it is a bilateral process including, on the one hand, mastering by the individual of social experience by entering the social environment, on the other hand, is the process of active reproduction of social relations of the individual at the expense of active activities. It is established that the socialization process is free of age boundaries and lasts a lifetime till the physical death of the individual. The socialization occupies the stages which coincide with the so-called life cycles, that is, qualitative changes in his biography. This is because life cycles are associated with changes in social status, change of social roles and the acquisition of social experience. In this regard, at each stage of socialization (new life cycle) man is exposed a de-socialization, which is the process of weaning, withdrawal from certain social attitudes, elements of performing of some social roles and re-socialization, i.e., the acquisition of new attitudes, elements of performing of previous social roles and learning of new social roles. In the course of socialization the individuality is formed, uniqueness of personality, born by the dialectical interrelationship of its innate, genetic characteristics with the social reality in which it functions.

### 1.3. The Essence of the Dialogue of Cultures and Partnership of Civilizations

It is found that the dialogue of cultures – this is a fundamentally new paradigm of public relations based on mutual trust and partnership. The dialogue of cultures implies a sincere respect, a desire to learn from each other, and involves determining of the identity of each national-cultural system on the basis of analysis and comparison. This reveals, on the one hand, the universal content of each national culture, on the other, their characteristic “national picture of the world” and the peculiarities of the worldview and world perception. Thus, the dialogue of cultures is a prerequisite of mutual understanding, finding of common points of view.

The partnership provides for the joint efforts on an ongoing basis to address major issues of mutual interest. Partnership of civilizations is aimed at strengthening of interaction between Christians and Muslims, as well as representatives of other faiths. This is due to the fact that the world community realized the need to establish a truly equal dialogue between the major world religions on the basis of new principles of inter-civilizational interaction in order to overcome quickly the escalation of tensions and conflicts throughout the world.

It is established that the dialogue of cultures and partnership of civilizations – A historical imperative of current time. Today it is clear that there is no alternative to the continuation of focused work on deepening of the dialogue between civilizations, more complete and efficient connection of the states to appropriate partnership structures. In the context of globalization, in the process of formation of the global information civilization the problem of the interaction of societies with different cultural and philosophical standards and logics of reproduction is exacerbated that not only initiates the search for “General” universal values and bases of philosophical cultures, but also problematizes traditional

for specific societies ways to support and substantiate these values, particularly tolerance. Morality, religion, law, philosophy and culture of “rigorous” type do not work in conditions of poly-subject sociality, when the diversity of lifestyles and philosophical cultures has become an accomplished fact, and, thus, the classical enlightenment course, appealing to some ideal scheme of human relations, the “structure” of society and the universe, the “content” of consciousness is untenable one.

#### **1.4. Institute of Professional Education as an Agent of Socialization**

Agent of socialization is the entity of the management process of socialization. It is found that social institutions as agents of socialization, for its effectiveness define the principles and carried out in accordance with them special selection of objectives and values that need to be learned by the individual, as well as optimal for this process means, forms and methods. It is found that professional education and training bases its management of the socialization of students on the principles of: (1) Mobility, aimed at developing students’ abilities to navigate life situations, independently to acquire the necessary knowledge and apply them to solve problems; (2) creativity, aimed at the development of abilities to think critically, to generate new ideas; (3) informative principle, directed on formation of skills to work competently with the information (collect facts, analyze them, to do necessary generalizations, and to establish statistical and logical regularities, to make well-grounded conclusions, to apply this experience for identifying and solving of new problems); (4) communication aimed at the development of communicative skills in different social groups.

It is established that in accordance with these principles, the Institute of Professional Education highlights in the process of socialization of the students targeted, content, activities and result components. The target component of the process of socialization includes all the variety of goals and objectives and the emphasis should be placed on the development of universal humanistic qualities, which is especially important in the conditions of new socio-economic relations. The content component reflects the meaning as of general goal so of each specific objective. Activities component provides interaction of agents of socialization and their cooperation, organization and management process, without which the result cannot be achieved. Result component of the process reflects the efficiency of its flow, describes advances in accordance with the task.

#### **1.5. Universal Mechanisms of Socialization**

The universal mechanisms of socialization: Traditional, institutional, stylized, interpersonal, reflexive are revealed. The traditional mechanism provides a person’s assimilation of norms, standards of behavior, attitudes on an unconscious level. These norms and attitudes are characteristic of one’s family and entourage, their assimilation happens unconsciously and they do not always correspond to the accepted by the public. The institutional mechanism is carries out in the process of human interaction with the institutions of society. They can be created especially for the socialization of the individual, and can make socializing influence along the way, performing their main functions. In the

process of interaction with various institutions, persons’ acquires the knowledge and experience of socially approved behavior, identifying themselves with the various samples. The stylized mechanism works within a specific subculture and contributes to the formation of a certain style of life. Under the subculture a set of moral and psychological traits, particularly behavior, inherent to people of a certain age is understood. Interpersonal mechanism provides identification of the socialized persons with significant for them people in the process of communication. The impacts of all the aforementioned mechanisms can be mediated by internal monologue (reflection) in which the individual either accepts or rejects certain values. The ratio of these mechanisms varies depending on the accommodation conditions, type of activities, in which is situated the socialized.

## **2. MATERIALS AND METHODS**

### **2.1. Methods of the Study**

During research the following methods were used: Analysis of normative documents, generalization of teaching practices, content analysis, foresight, systematization and generalization of facts and concepts, modeling, expert evaluation method, observation, questionnaire survey and pedagogical experiment.

### **2.2. The Experimental Base of the Study**

Experimental work was carried out on the basis of Kazan Federal University. In the experimental work participated 428 teachers and 550 students.

### **2.3. Stages of the Study**

The study was conducted in three stages:

- The first stage was devoted to the analysis of modern state of the studied problem in the pedagogical theory and practice; development of the research program;
- The second stage was connected with the definition of the essence of socialization, dialogue of cultures and partnership of civilizations; the characteristic of professional education as agent of socialization was made; universal mechanisms of socialization were discovered; pedagogical principles were defined, and pedagogical tools and pedagogical conditions were clarified, management mechanism of National Research University students’ socialization as a development imperative of the cultures’ dialogue and civilizations’ partnership was developed;
- The third stage involved the systematization, interpretation and synthesis of the research results; refining of theoretical conclusions; processing and presentation of the obtained results.

## **3. RESULTS**

The main results of this study are: (1) Pedagogical principles of management in National Research University students’ socialization; (2) pedagogical management tools in the National Research University students’ socialization; (3) pedagogical conditions of management efficiency of National Research University students’ socialization; (4) management mechanism

of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership.

### 3.1. Pedagogical Principles of Management of National Research University Students' Socialization

Pedagogical principles of management of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership are defined.

1. The principle of the dialectical inclusion of national culture in national and world culture, which reflects the system of cultural imperatives, shared equally by all ethnic and cultural entities. Under this principle, the concept of "national culture" takes a broad, comprehensive and multifaceted meaning, as an integrative category, uniting various aspects of the identification of society in national and world culture. This principle orients agents of socialization on a dialectical analysis of the place and role of their people and nations-neighbors in the shared cultural traditions around the world.
2. The principle of multicultural identity and self-actualization, based on the inclusion in the national-regional component of educational content of knowledge about man and society. This principle allows forming in students of the humanistic worldview and humanitarian literacy, creating of conditions for self-knowledge, self-development and self-realization in the system of multiculturalism in the modern world. Self-actualization of man is expressed in the desire to complete identification and development of personal capabilities in a rapidly changing world. People possessing a holistic worldview and multicultural orientation in the cognition of reality, is able to find a use for its life and creative potential, self-actualization in the "open dialogue" system in a civilized -meaningful activities.
3. The axiological principle. Every civilization is based on some initial spiritual background, great idea, sacred values or the primary character around which in the course of development complex spiritual systems are formed. The processes of globalization gave a new impetus to the dialogue of cultures and partnership of modern civilizations. The universalization of cultural values takes place, which is a natural process, prepared by the whole history course of mankind. According to the cultural value system the civilizations of East and West, as well as mixed types of civilizations as the Eurasian, Eastern European or Latin American ones are divided. It is found that values system is determined by the predominant in this ethnic group of ethical, ideological, religious priorities and preferences. This value system is transmitted from generation to generation through family upbringing, education, mass media communication. The system of values determines the relationships of the people in all spheres of life (family, daily life, production, the interaction between ethnic groups, states). It is found that the system of values as the core of the socio-cultural system not only determines the differences between civilizations and, therefore, cultures, but it is a common basis for dialogue, communication and interaction between them. The system of universal values as the core and the quintessence of culture "cements" and guarantees the unity of mankind. Thanks to the universal values the culture is a

dialogic phenomenon; culture is a dialogue with the past, with other eras, with other people. Therefore it is important to fill the education and socialization of young people with a new value system, ideas of the dialogue of cultures and partnership of civilizations.

4. Principle of multiculturalism. The term "multicultural education" appeared in 1970-ies of XX century, when the problem of multiculturalism was focused on human relations. Today this concept is actively supported by the Council of Europe, the United Nations organization on educational, scientific and cultural issues and a number of other public organizations. The basis of this concept is the thesis that no culture is an uninvited guest in the history of human thought, and no man should be seen as a cultural impostor in Europe. The main question raised by multicultural education is the following: Is the purpose of education to discover and develop each individual's sides, that makes it look like all the others and to base primarily on his mind, the activities and principles which are considered universal? Or is it a diametrically opposite process which includes the integration of individuals into specific groups, acting as role models and, therefore protecting their right to existence and self-expression. Currently this issue is crucial. Multicultural education seeks to ensure the interdependence and inter-treatment, mediation, helping future citizens to understand the cultural diversity of our society.

### 3.2. Pedagogical Management Tools of the National Research University Students' Socialization

Pedagogical management tools of the National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership are revealed: Content and process.

Content tool determines the educational strategy focused on the formation of personality, capable of active and effective life activities in a multicultural environment with a strong sense of respect and understanding of different cultures. This educational strategy is able to solve the following tasks: First, to promote a deep and comprehensive students' mastering of the national culture basics that, in turn, is an essential condition for their integration into other cultures; secondly, to promote the formation of students' ideas about the diversity of cultures, upbringing of tolerant attitude to national cultural differences, which creates conditions for person's self-realization in multicultural environment; thirdly, fully to attach to the foundations of world culture, to reveal objective reasons of the globalization process in the modern world, interdependence and mutual assistance among the ethnic groups in the solution of urgent problems of civilization's development.

The process tools are linked to the involvement of students in sociocultural projecting. Projecting is the process of a prototype's creating, a prototype of the alleged or possible object or state; specific activities, the result of which is scientifically, theoretically and practically grounded definition of variants of the predicted and planned development of new processes and phenomena. It is in the process of project activities students' holistic humanitarian picture of the world is developed, the formation of the humanistic

worldview and humanitarian literacy happens, the conditions for self-knowledge, self-development and self-realization in the system of multiculturalism in the modern world are created. But man, possessing a holistic worldview and multicultural orientation in the cognition of reality, is able to find a use for own life and creative potential, self-actualization in the “open dialogue” and in a civilized-significant activities. In modern vocational education the project teaching method is very popular. Work on project-method involves not only the presence and awareness of a problem, but also the process of disclosure and solving. This includes the planning of actions, hypothesis of solution and a clear distribution of tasks for each participant with close interaction. It is established that the method of projects is used in the case when in the educational process there is any creative task, which requires integrated knowledge from different fields and the application of research methods. For the projects method the practical, theoretical and cognitive significance of the anticipated results is important. The projects method is always focused on independent activities - individual, pair, group, which students perform for a specific period of time. The work on the project includes the stages: Organizational (setting of the objectives and forming of the groups of students to work on the project); activities (project work, presentation of results and preparation of presentation); final (presentation of projects, their collective discussion). The application of the projects method allows updating of the different types of student learning activities: Reproduction, creativity, etc.

### **3.3. Pedagogical Conditions of Management Efficiency of National Research University Students' Socialization**

It is found that for effective management of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership is necessary to use a combination of the following pedagogical conditions:

1. The inclusion in the educational content of the educational material that provides the dialectical relationship between national identity of the learners with the development of social and moral norms of behavior (“I’m a representative of my ethnic group,” “I am a citizen of the world”). Dialogue of cultures in the socialization process involves determining of the specificity of each national-cultural system on the basis of analysis and comparison. This reveals, on the one hand, the universal content of each national culture, on the other – their characteristic “national pictures of the world” and the peculiarities of the worldview and world perception. The introduction to another culture mustn’t alienate the trainee’s personality from his own native culture, mustn’t weaken national feelings. At the same time the effect of the identification can be carried out in several ways. In one case, students discover in different ethnic culture something familiar and native, but in a different national context. In another, the assimilation of unfamiliar worldviews, aesthetic tastes and views happen that, ultimately, contributes to the expansion of social and moral-ethical experiences of the students themselves.
2. The formation of the system of cultural imperatives through a dialectic inclusion of national culture into a national and world culture system. Despite a specific distinctiveness, every ethnic culture is characterized by universal multi-variant

components associated with the equal for each monoculture stage development factors. National category, expressing the category of a single is included in the world culture, acting as a universal. In conditions of the world processes' globalization and cultural convergence the educational system is considered as an effective mechanism of ethno-cultural identity's identification and also as a means of harmonization of inter-ethnic relations. Globalizing movement, as it is becoming obvious already, will lead to the renewal and revival of different languages and cultures. Diversity and not uniformity will be the core of dynamic global system, and this will be one of the hardest trials of humanity to the future. Therefore it is important for the pedagogical process to have practical embodiment of the multicultural interaction of various socio-cultural formations. Modern educational practice needs to choose pluralism as the vector of its development, emphasizing the multiplicity of cultures and self-sufficient nature of each culture.

3. The formation of an integrated poly-cultural worldview all the agents of socialization, including the overcoming of linguistic, religious, racial, and national barriers. This condition must be the dominant factor in determining of the content of education, using of information, communication forms and methods of organization of educational process. Ethno-cultural educational environment should be open to ideas of progress, humanism, continuous dialogue of cultures, their interaction and mutual enrichment in the complex historical development of this ethnic group. The national-regional aspects of education should serve as an integral part of global cultural and educational process. The implementation of this provision in educational practice dictates special requirements to the activities of the teacher. The teacher should act not only as the bearer and transmitter of national culture with all its specific features but also as open-minded, educated tutor, who is able to determine the place of national culture in global multicultural system, as a mediator between different cultures.

### **3.4. The Management Mechanism of National Research University Students' Socialization**

It is found that the management mechanism of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership is carried out through a variety of activities. Socialization is not mechanical overlay of ready “forms” on the student. Student being the object of control by socialization, at the same time is the actor of social activity. It leads to the fact that the processes of socialization will be more successful under the condition of student's involving in creative, transformative, and social activities. The inclusion of the student in the system of social relations influences both social and psychological comfort and wellbeing of the whole community. The inclusion in the system of public relations is the process in which there are: A sense of purpose and acquisition of activities experience; the determination of the individual to activities and acceptable options for participation; self-actualization of the person.

It is established that the managerial mechanism of students' socialization includes a set of organizational forms, methods, means and factors.

It is found that the set of organizational forms of students' socialization is coupled with the forms of organization of vocational education (lectures, practical classes, project work, etc.).

The set of methods of students' socialization includes: (1) Motivational techniques (rewards, incentives) for the sustainable orientation of students to choose their social roles and civic consciousness in the system of legal, moral, political and socio-economic relations in public education; (2) knowledge (papers, reports, lectures), aimed at mastering of the combination of legal, moral, political and socio-economic knowledge, ensuring the successful implementation of constitutional rights and freedoms, performance of duty and civil responsibility to the society; (3) activities (events, projects) that contribute to the formation of active-effective state of students and skills to plan their own work; (4) reflexive (self-observation, workshops) aimed at understanding of their purposes in life, self-assessment of their preparedness to self-employment, professional career, development of ability to introspection, self-criticism, awareness of responsibility for their actions.

Means of socialization are presented, firstly, in social norms, based on which types of social significant behavior and set limits are defined, within which the individual behavior is the implementation of the objectives of the society; secondly, stereotypes, as standardized representations; third, the fashion, which serves as regulators of the Dorm members of a particular society.

Factors that contribute to socialization of students constitute three groups. The first group can consist of macro-factors, which are conditions of socialization for all or very many people. This is society, the state. The second group is mezzo-factors, including the ethnicity of the person and the type of settlement in which he lives, social groups with whom a person directly interacts, a set of social roles and statuses, specific events and social experience. The third is micro-factors: The individuality of the person, its needs, interests and value orientations.

### **3.5. Implementation Stages of Management Mechanism of National Research University Students' Socialization as a Development Imperative of the Cultures' Dialogue and Civilizations' Partnership**

Implementation stages of management mechanism of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership assumed the following experimental stages: Ascertaining, forming and control.

#### *3.5.1. The ascertaining stage*

Within the ascertaining stage the program was developed "School of the dialogue of cultures and partnership of civilizations" in order to attract students to the development of dialogue of cultures and partnership of civilizations. Main objectives of the program were to support and encourage student associations involved in the promotion of dialogue of cultures and partnership of civilizations; the involvement of students in developing and implementing of

socio-cultural projects; volunteer activities in migrant holding centers and centers of national cultures.

#### *3.5.2. The forming stage*

On the forming stage the program "School of dialogue of cultures and partnership of civilizations" was implemented. The students carried out volunteer activities in migrant holding centers of refugees as assistants of teachers, lawyers, social and medical workers. With students business games were held "How to create a public association," "How to make initiative on the development of the dialogue of cultures and partnership of civilizations in real program of activities of the organization," "Social initiative of the XXI century - dialogue of cultures and partnership of civilizations." Students were involved in the development and implementation of socio-cultural projects: "Flowers for hospital"; "Christmas gift to the children of migrants." Organized visits to the national cultural centers were organized, where meetings were held with specialists, "round tables" were conducted.

#### *3.5.3. The control stage*

At the control stage the criteria of management mechanism's effectiveness of national Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership were defined: (1) The acceptance and appreciation of the rich diversity of world cultures, forms of expression and ways of manifestation of human individuality; (2) the recognition of universal human rights and fundamental freedoms, pluralism, democracy and the law order; (3) a steady focus on the development of the values of the "peace culture" and not "war culture."

Analysis of the results of this experiment shows that the involvement of students in the program "School of dialogue of cultures and partnership of civilizations" is possible only under condition of preservation of pedagogical influence, which has several stages: The organization of emotional acceptance of the teacher by the student; promotion of situation's understanding of social choice; understanding of potential alternatives in a situation of social choice; assisting in the adequate choice's making; the encouragement of reflection. It is found that at the beginning of an emotional acceptance students' certain attitude was developed, stimulating or inhibiting further joint activities. Stimulating the awareness of the situation of social choice, the teacher strives to ensure student's realization of the goal of social choice. Conducting familiarization with the alternatives of social choice, the teacher gives a certain amount of information about the social situation in which the student is located, or in which the student is "submerged." At this stage the emergence of conscious perception of the received information is important taking into account individual capabilities, needs, norms and values, that is, the analysis of alternatives of social choice. The result of the reflection on variants of social choice is based on the making and the implementation of social choice by the student. At this stage one can experience the need for assistance from the teacher in the decision's making. The completion of a cycle of social choice is stimulation of the reflection by the teacher, the purpose of which is the awareness of the causes and consequences of social choice, made by the student. After completing of the algorithm

of social choice's implementation, the person again returns to the understanding of the goals of the new selection, only at a higher level: The more alternatives, the more consciously. New stage is provided by the knowledge and skills that were formed in the early stages.

#### 4. DISCUSSIONS

Important theoretical and practical significance for the study have the works of Yakovets (2003), which reveals the essence and mechanisms of partnership of civilizations. Works by Gukalenko and Danilyuk (2005), Zimnaya (2004), Likhachev (1995) are devoted to the development of socio-pedagogical bases of socialization and also are interesting to study. To achieve the goal of the study is worth to take into consideration the works of Yadov (1979), in which the essential characteristic of mechanisms of behavioral self-regulation is given. However, the analysis of scientific works shows that the problem of management of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership is not solved. On the pages of the magazine, in collective research of Terentyeva et al. (2016) a question was raised regarding the assessment of the quality and accessibility of services in the socio cultural sphere, as a mechanism of combating corruption, improving the efficiency of interaction with civil society and activities' transparency, the formation of values that reflect the level of trust in the organization – services provider. However, the issue of assessing of the quality and accessibility of educational services, due to the interaction of civilizations and provided by national research universities was not solved.

#### 5. CONCLUSION AND RECOMMENDATIONS

It is established that management efficiency of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership consists of educational process organization as a social – cultural and significant activities aimed as at the development of professional competences, so formation of values and worldview of the interaction of civilizations based on mutual respect and recognition of equality of the parties to create a common platform of interests.

The paper submissions can be useful for teachers of research universities; experts of centers for professional training and retraining of personnel in the selection and structuring of the content for the training of scientific and pedagogical staff of research universities.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be allocated: The pedagogical management of formation of students readiness for development of dialogue of cultures and partnership of civilizations; management decision of the teacher in the process of co-creatively search with the student of the existential (eternal, universal and the world's) problems' solving.

It is found that management efficiency of National Research University students' socialization as a development imperative of the cultures' dialogue and civilizations' partnership will be increased in case of creative groups' creating of students of different ethnic and religious affiliation, with the aim of developing and implementing of socio-cultural projects.

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