is the attraction to the active joint activity at the sphere of civil and patriotic upbringing, ingenuously from the teen age. Educational work at the educational establishments, which are oriented to the civil upbringing of teen and youth gives an opportunity of distraction of them from the negative influence of street sphere and attraction to the community service, forming of the legal and moral culture of younger generation, professionalism and civil activity.

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PROFESSIONAL LABOR SOCIALIZATION OF A PERSON GROWS OUT EFFICIENCY OF INTEGRATION OF EDUCATIONAL STANDARDS

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It is experimentally proved that professional labor socialization of a person grows out efficiency of integration of educational standards.

Socialization of a person is the process of occurrence of an individual in the social environment, its mastering by skills of practical and theoretical activity, transformation of really existing attitudes to qualities of a person [1, 725]. Still Mudrik A.V. writes, that «the essence of socialization is presented as a combination of the adaptation and isolation of a person in the society» [2, 266]. We consider, that in a legal society a person live and work under his plan individually put by him in view of his interests, deposits, abilities and opportunities and in view of traditions and customs of the country where the person receives formation .When this all coincides successful conditions for effective professional-labor socialization of a person in the integrated international educational standards are created.

Socialization assumes active participation of a person in development of culture of human attitudes, in formation of the certain social norms, roles and functions, developing the skills necessary for his successful realization [2, 725].

Studying the process of professional labor socialization of a person we measured before and after pedagogical experiment (out-of-class works: collective creative affairs, the psychological trainings focused on professional self-determination of students, discussion of industrial situations, debates) representations by satisfaction by their future trade by N.V. Kuzmina and A.A. Rean's technique. In sample participated: in control group – 15 persons, in experimental group – 15 persons too.

Thus, in the control group of students before experiment by significant factors 100 % of them have noted the 7th,11th points: work corresponds to abilities, reaching of social recognition and respect), and after experiment they chose the 1st, 2nd, 11th factors – their trade is one of the major in the society, they work with people, reach social recognition and respect.

At the same time in the experimental group before experiment by significant factors they have not noted any of the offered factors but after the pedagogical experiment the following points have been allocated: the 1st, 11th – the future trade is one of the major in the society; they will reach social recognition and respect.

So in the control group after the experiment the 6th, 7th, 8th factors (the opportunity of professional developing, work corresponds to person's abilities, work corresponds to one's character) had got the return importance but later they became positive.

And in the experimental group before the experiment the positively significant factors were the 1st, 2nd, 3d, 7th, 8th, 11th – the chosen trade is one of the major in the society, they will work with people creatively, their work corresponds to their abilities and characters and they'll reach social recognition and respect. But after the pedagogical experiment the following points: the 2nd, 6th, 7th have been allocated especially significant – they'll work with people, they'll have opportunity of professional self-improvement, the work corresponds to one's abilities.

Thus the pedagogical experiment has shown that during the experiment there was the significant change of the experimental level concerning control one under the following factors: the 4th, 6th, 7th, 11th – work does not cause over fatigue, having the opportunity of professional self-improvement, the chosen work corresponds to abilities of respondents, the opportunity to reach social recognition, respect by means of the chosen profession. The difference of the level of importance under the 11th point – reach social recognition and respect, working in the chosen profession has made 0,27 between the control

The table of the factors influencing a choice of the future profession

Factors	Results of measurements in the control group			Results of measurements in the experimental group			Change of an experimental level concerning control
	The Significance value		Change of a level	The Significance value		Change of a level	
	Initial	Final		Initial	Final		
1. A trade is one of the major in a society	-0,35	1	1,35	0,93	1	0,07	-1,28
2.Work with people	-0,14	1	1,14	0,93	0,93	0	-1,14
3. Work demands constant creativity	-0,50	-0,26	0,24	0,73	-0,51	-1,24	-1,48
4. Work does not cause tiredness	-0,50	-1	-0,50	-0,93	-0,86	0,07	0,57
5. Great wages	-0,80	-1	-0,2	-0,93	-0,93	0	0,2
6. An opportunity self-improvement	-0,14	0,86	1	-0,38	0,73	1,11	0,11
7. Work corresponds to one's abilities	1	0,86	-0,14	0,73	0,93	0,2	0,34
8. Work corresponds to one's character	-0,21	0,60	0,81	0,38	-0,38	-0,76	-1,57
9. A small working day	-0,64	-0,73	-0,09	-1	-0,43	0,57	0,66
10. Absence of frequent contact to people	-0,67	-1	-0,33	-1	-1	0	0,33
11. An opportunity to reach social recognition, respect	1	1	0	0,73	1	0,27	0,27
12. Other factors	Development	Altruism	Happiness of others	Self-development	Dialogue, altruism	Happiness of others	Happiness of others

and the experimental groups after the experiment. But the following important factor – «happiness of other people» has been added by all respondents as the control and the experimental groups. It shows that the experiment has changed professional values of students: Professional self-development, dialogue, altruism, the desire to benefit people, the organization, the native land, all people, and mankind as a whole have been allocated in addition.

By the results of the test it is visible that the technique has high validity in the sense that allows understanding and predicting the mechanism and results of professional-labor socialization of a person.

Thus during the pedagogical experiment conditions of effective professional-labor socialization of a person train have been confirmed: integration of all components of professional labor socialization of a person, correctional labor edu-

cation, purposeful indoor and out-of-class work of labor orientation, the system of versatile additional formation focused on the international educational standards.

The carried out scientific research has shown that at continuous professional-labor socialization a person can effectively develop the professional creativity, diligence, bring economic advantage to the country that will lead to increase labor productivity, reception of greater profit by the enterprises, improvement of conditions of the scientific organization of work on places, creation of favorable psychological climate in labor collectives, growth of labor discipline, reduction of fluidity of manpower reserves, increase of own professional culture of a person, development of labor activity, business sociability, professional keenness of a worker at the decision of various industrial problems at globalization of the society.

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