

## RELATIONSHIP OF ECOLOGY AND SOCIALIZATION OF SCHOOLCHILDREN PERSONALITY

Rashida G. Gabdrakhmanova<sup>1\*</sup> and Anvar N. Khuziakhmetov<sup>2</sup>

<sup>1</sup>Institute of Psychology and Education, Kazan (Volga region) Federal University,  
Kazan, Russia. E-mail: [rashgabra@mail.ru](mailto:rashgabra@mail.ru)

<sup>2</sup>Institute of Psychology and Education, Kazan (Volga region) Federal University,  
Kazan, Russia. E-mail: [hanvar9999@mail.ru](mailto:hanvar9999@mail.ru)

\*corresponding author email: [rashgabra@mail.ru](mailto:rashgabra@mail.ru)

### Abstract

Preservation and promotion of schoolchildren's health is the task of modern school. Health is the state of physical, mental and social well-being, harmony in oneself and with the surrounding world. The state of health determines success of an individual biological and social adaptation. In case of balance disorder in the system of health components there occurs disadaptation. Schoolchildren's health is being watched over in a comprehensive school. A teacher of today conducts teaching taking into account the state of pupils' health, modifies curriculums, constantly self-improves, masters the technique of primary prevention of exhaustion, develops hygienic, ecological knowledge, works on the formation of healthy needs, conducts fitness and health recreation events. Health state impacts on successful socialization of a personality. One doctor for the whole school cannot carry out this work either. In this case there should be more doctors at school, or teachers should be equipped with profound knowledge of children's medicine, or to train specialists who will provide schoolchildren with knowledge, abilities, skills, form competences in the sphere of health preservation and promotion during all years of children's studying at school. But a consolidated team of teachers, psychologists, doctors has to start working without any delay.

**Keywords:** ecology, health, healthy lifestyle, socialization.

### Introduction

#### *Relevance of the issue*

Issues of schoolchildren personality socialization are getting more pressing as it has become clear that the society is constantly experiencing changes and the person needs to keep up with the time to integrate and self-actualize.

Some time ago the above-named issue was treated seriously and conditions for successful socialization of schoolchildren in the country could have been created, this is described in A.N. Khuziakhmetov's work "School of work life" (Khuziakhmetov, 1985; Kalimullin, 2006).

The problem of socialization of schoolchildren in the last century and in modern times is researched by other scientists (Bronfenbrenner, 1981; Gabdrakhmanova, 2005; Tsybul'skaya et al., 2009; Dmitriyeva, 2011; Khuziakhmetov & Gabdrakhmanova, 2011; Horner, C.G. & Wallace, 2013; Parfilova & Kalimullin, 2014). The scientists studied the factors that contribute to the delay of the process of socialization (Frost & Tikhonova, 2011). One factor may be the schoolchildren's health. The empirical study problems of schoolchildren's health can be found in many works of scientists from different countries and of all historical times (Berk, 2000; Vasta, 1992; Gupta, 1989; Levin, Wagner & Heller, 1968).

The special place in researches of scientists takes the mental health of schoolchildren (Eapen, Al-Gazali, Bin-Othman & Abou-Saleh, 1998). It is now recognized that psychological

disorders, among children and adolescents have high prevalence rate. Scientists note that the prevalence children's mental disorders and symptoms similar to middle Eastern and Western studies.

Many works devoted to the study of factors affecting the health of schoolchildren. For example, heat, climate change is seen as a factor negatively affecting the health of schoolchildren (Dapi et al., 2010). There should be continuous study of the relationship of children's health and their socialization.

### **Methodological Framework**

Let us analyze the conditions created for the preservation of health of schoolchildren at the end of the last century and early this century on the example of the Republic of Tatarstan. Health promotes socialization of schoolchildren.

#### *The conditions for preservation of health of pupils at the end of the last century on the example of Republic of Tatarstan*

In order to form schoolchildren's practical skills at early stages and for the best organization of polytechnical training, preparation of pupils for future practical activities, i.e. successful socialization in their adulthood, there was established a scientific manufacturing educational complex on the basis of Novo-Baranskyay secondary school and collective farm "KzylEulduz" of the Republic of Tatarstan which included a scientific-experimental livestock breeding complex, school educational-experimental plot, school field, school garden and vegetable garden, school beeyard, school forestry, school production team, stationary camp of work and rest "Small Artek", branch of Kuibyshev Children's and Youth Sports School, branch of music school, amateur film studio "Chaika", photographic studio.

From the beginning, the complex and its facilities corresponded to the requirements of modern agricultural production and polytechnical education.

For this purpose the collective farm "KzylYulduz" constructed a standard building of a secondary school and a scientific-experimental livestock breeding complex, besides it allocated a big land area. Such agricultural machines as a tractor, combine harvester, potato-planter, grain-cleaner, ploughs, disks, grain seeders, dung-spreader, dump carrier, planker, shovel plough, harrows were handed over to this school.

The following departments were established in the scientific-manufacturing farm: animal agriculture, farm industry, poultry farming, crop growing, gardening, beekeeping, vegetable farm, training-experimental school plot, department of agricultural mechanization.

Animal agriculture is the major chain in the general system of the polytechnical basis of agricultural industry, necessary for the development of children interest in farm animals, skills to look after them, to prepare and feed forages, to carry out experiences, to observe. Conducting this activity, children obtain certain skills of work using cars, mechanisms, such as grain grinder, straw grinder, silage cutter, root cutter, milking cluster, an autodrinker etc.

Taking care of cattle, schoolchildren could clearly see the influence of animal breeding, ultimate nutrition with the use of vitamins, macro - and microelements on the increase of productiveness.

In the area of cattle such operations as preparation and distribution of forages, milking, water supply and cleaning of waste were completely mechanized. Every year each cow, there were 25 of them, gave more than three thousand kilograms of milk.

The cattle-breeding branch also included an exemplary workshop for growing sheep and pigs. There were bought 6 thoroughbred sows of large-white breed, they farrowed 115 pigs at once.

Rabbit breeding is one of reserves to increase the production of dietary meat, therefore there were kept some breeds of rabbits on the fur-farm shop. Children with great enthusiasm looked after them since their first form. Besides, they grew up nutrias, minks, polar foxes.

Crop growing was considered as an important component of an educational-industrial basis of polytechnical education, when children are involved in work and use scientific data of advanced experience, mechanization. Here pupils carried out industrial experiments cultivating

certified seeds of winter and spring wheat, potatoes, vegetables, beets. Crop growing provided animals with forages.

In the orchard thousands of apple-trees, raspberry and currant bushes were planted. A school beeyard was placed there too. Children enjoyed looking after bees.

Vegetable growing is the most convenient section of Horticulture where the systematic interconnection of educational-production labour and teaching of subjects of polytechnical cycle was executed. Biological features of cropper and agrotechnics of vegetable cultivation allowed teachers and schoolchildren to carry out experiments almost all the year round, to make observations in a biological study room, to perform different practical trainings in greenhouses and on the open ground, to gather the harvest, to grow up seeds etc.

There was organized a forest growing work. Pupils took care of tree belt area and planted new ones. Nursery-garden work, settlements gardening, field camps and roads greenery were on the list of schoolchildren's activity.

The pupils were set a goal to get some final result, possible difficulties and ways of their overcoming were specified, methods of realization of tasks were stated, recommendations for the best way of their performance were given.

Apart from participation in growing high-yielding grain, vegetable and fruit production, in animal care, getting to know about machines, gaining practical skills of work, many schoolchildren were actively engaged in the work of Kuibyshev children's and youth sports school, Kuibyshev seven-year music school, children's amateur film studio and a photographic studio.

Much was done for schoolchildren's health. During summer period there were organized 3 sessions of the work and rest camp "MalyArtek" where a swimming pool, solarium and aerarium, experimental site of young naturalists, an orchard, greenhouse, workshop for school groups, library, bandshell, film projection unit, radio station, film-photo laboratory, game room, open-air cage for animals, shooting gallery worked during the whole season.

The combination of physical labor and an occupation of interest, a healthy diet, fresh air, interact with peers and teachers contribute to strengthening the health of schoolchildren.

Favorable conditions for successful solution of preservation of schoolchildren's health, polytechnical education, labor, moral, physical, esthetic training were established. Pupils were given opportunity to try any social role, to execute it successfully or not. And what is more important, from our point of view, pupils were engaged in socially approved activity. The whole system contributed to the successful socialization of students (Khuziakhmetov, 1985).

*Conditions for the preservation of the health of schoolchildren in the early 21st century on the example of Republic of Tatarstan*

Schoolchildren should be involved in activities aimed at their health preservation for the purpose of their socialization and education. In the context of a modern society socialization processes imposes new requirements for a spiritual image, views and younger generation activities: 1) implementation of social and economic, political and spiritual changes can be put into practice only by highly educated, highly skilled and consciously participating people; 2) extreme complexity of an individual socialization process requires continuous improvement of means of its implementation; 3) socialization of the personality is an integral part of the solution of all public social issues; 4) socialization of the personality assumes overcoming of negative phenomena in people's consciousness and behavior. In order to act as a full-fledged member of the society, able to function among other people, an individual needs to devote more and more time to socialization, therefore to issues of health.

School should and can become the most important part of this process today. Health through education, successful socialization on the basis of solid health is one of the ideas of the modern education system.

R.G. Gabdrakhmanova notes that system activity in this direction in the Republic of Tatarstan has been conducted since 1998 when the republican purpose-oriented program "Education and Health of Schoolchildren of the Republic of Tatarstan" was developed. It established foundations of a network of schools promoting health. The experience saved up in

the republic allowed to extend our practices to other regions of the Russian Federation, and to improve our own activity in this direction (Gabdrakhmanova & Korchagina, 2012).

The Federal interdisciplinary program "Health" approved by the Ministry of Education and Ministry of Health of the Russian Federation (under the edition of professor V.N. Kasatkin, L.A. Shcheplyagina (2007), etc.) in 2003 was put to an evaluation test in Tatarstan. Today more than 80% of teachers of the republic work according to this program, using resources of learning sessions, class hours, off-hour events.

The Interdepartmental purpose-oriented program "Education and health of students and pupils of educational institutions of the Republic of Tatarstan" has been realized in the educational system of the Tatarstan since 2009. The main task of the program is to master the basic competences allowing to acquire knowledge in the field of health preservation and promotion independently.

The weighty contribution to health promotion of schoolchildren was made by the project on school network development to promote health.

In 2012 in the republic there were 1123 schools promoting health, it makes 59,6% (in 2010-2011 academic year there were 1254 schools, that made 54,9%).

Annually, this activity is actively supported by the Ministry of Education and sciences of the Republic of Tatarstan on a grant basis. As a result, schools have an opportunity to improve their material and technical equipment, to acquire sports equipment and to re-equip medical offices.

Within the frames of the Federal purpose-oriented program "Children of Russia" for 2007 - 2010, 19 educational institutions having the characteristic "School of contribution to health of a gold level" got the equipment for medical offices.

In 707 (37,5%) comprehensive educational institutions of the republic, sports and health facilities of municipal level are actively used to conduct PE lessons, in 1781 educational institution (94,4%) these facilities are actively used at the organization of extracurricular sports and health activities.

In educational institutions of the republic federal and republican educational programs "All colors, except black", "Health", "Skills of life", "Smoking prevention at school", "Alcoholism and narcotic addiction prevention", "Formation of life values and development of behavioral skills of pupils of a secondary school" and others are realized. V.N. Kasatkin's (1998), M.M. Bezrukikh's (2004), V.M. Yaltonsky's (2004), T.I. Palacheva's (2004) methods are effectively introduced.

Health, children's and teenagers' development largely depend on a balanced nutrition and efficiency of its organization in educational institutions.

Kazan was the first in the Russian Federation where school cafeterias modernization by introduction of modern technology of hot breakfast preparation, their cooling and transportation to school cafeterias (Cook&Chill system) was carried out. Today all school cafeterias of Kazan are brought into accord to Sanitary Regulations and Standards.

In Naberezhnye Chelny, Nizhnekamsk, Zelenodolsk nutrition is organized through school meal preparing companies delivering semi-finished products of high readiness, they develop the same menu for schoolchildren, supervise the quality of precooked food. Today 92% of schoolchildren of the republic have balanced hot meals.

#### **Results**

At the end of the last century for the various collective socially significant labor activity which provides formation of qualities characteristic for a socialized personality, such as independence, discipline, responsibility, flexibility, creative activity, need for work, love for work and the person of work, constructiveness, initiative, economic and ecological education, etc. are necessary for effective socialization of schoolchildren. Today the above described organization and the activity organized in it would be called a social project which prepares a competitive and socialized personality (Gabdrakhmanova, 2015).

Competitiveness is defined not as a single quality, but as an integrated characteristic including the following properties and features of the personality: 1) high level of working

capacity; 2) aspiration for qualitative eventual result; 3) ability to handle stress, ability to overcome difficulties; 4) creative attitude to business, work; 5) aspiration for professional self-perfection; 6) ability to accept important, even risky decisions; 7) ability to communicate, ability to cooperate, to collaborate; 8) ability to master a new business; 9) ability to learn, self-realize, self-develop. It is necessary to add that the activity, in which the personality is engaged, has to be socially approved and provide benefit for surrounding people and society. In this case a child will receive pleasure and satisfaction of it. To possess such properties and features an individual should have good health.

R.G. Gabdrakhmanova notes that socialization is a process and result of a schoolchild's social development, it is the process of a schoolchild's interaction with the social environment when an individual learns to perform social roles, perceives values, norms, rules and examples of behavior. The essence of socialization process is that the person gradually acquires social experience and uses it for adaptation to the society (Gabdrakhmanova, Egereva, 2012).

Primary socialization of a child begins, as all of us know, in a family, then, it is school. School and education system realize both primary and secondary socialization and interact with the personality on micro - and macro- level at the same time. In comparison with a family, school possesses tougher social norms violation of which is accompanied by obligatory formal sanctions. In the world there are no more successful institutes of socialization of a young generation than a modern school.

The socialization of a child's personality and health preservation of schoolchildren are the main objectives which modern school has to solve.

In the modern school for successful socialization, schoolchildren need to possess solid health so as not to spend efforts, time and funds on treatment or recovering. Unfortunately, schoolchildren passively treat their health. The reason is that schoolchildren do not possess sufficient level of knowledge about health. Health workers complain about it and often blame teachers for it. They think that schoolchildren receive very little information on health preservation, that those class hours about a healthy lifestyle, smoking hazards and drugs are not enough. The modern school is obliged to form initial ideas of physical training importance for strengthening of person's health (physical, social and psychological), to generate ideas of its positive impact on a person's development (physical, intellectual, emotional, social). Children have to know that health is the basis for successful study and socialization.

By the end of elementary school pupils have to acquire abilities to organize health saving activity (a day regimen, morning exercises, health precautions, action-oriented games etc.). They should have skills of systematic supervision over their physical well-being, value of physical activities, health monitoring data (height, mass of a body, etc.), indicators of main physical qualities development (force, agility, endurance, coordination, flexibility), careful attitude to their health that implies the choice of safe ways, actions.

According to the World Health Organization "Health is a property of a person to perform biosocial functions in the changing environment, with overloads and without losses, on condition of disease and defects clearance. Health happens physical, mental, moral".

Health is the state of physical, mental and social well-being, harmony in oneself and with the surrounding world. The state of health determines success of an individual biological and social adaptation. In case of balance disorder in the system of health components there occurs disadaptation.

#### **Discussions**

The state of health determines success of an individual biological and social adaptation. In case of balance disorder in the system of health components there occurs disadaptation. To preserve the health of schoolchildren needed to create an enabling environment. The state is trying to create these conditions. System components favorable conditions change with time. At the end of the last century, the basis of this system was a joint with older work, healthy food, medical supervision, activities of interest, attractive tours throughout the country. Early this century the basis of this system are a healthy diet, sport activities, education of children to

saving their own health, the supervision of a physician and psychologist. Implement all of the conditions and programs people: teacher, Director, parent, etc.

### Conclusions

A teacher of today conducts teaching taking into account the state of pupils' health, modifies curriculums, constantly self-improves, masters the technique of primary prevention of exhaustion, develops hygienic, ecological knowledge, works on the formation of healthy needs, conducts fitness and health recreation events. A teacher realizes the program at lessons and can sometimes focus attention only on these or those conditions which promote health preservation. The class teacher can devote some time to issues of health protection and invite experts. But it should be noted, that due to their training teachers do not carry out sufficient work concerning schoolchildren's health preservation as medical workers would like to have. One doctor for the whole school cannot carry out this work either. In this case there should be more doctors at school, or teachers should be equipped with profound knowledge of children's medicine, or to train specialists who will provide schoolchildren with knowledge, abilities, skills, form competences in the sphere of health preservation and promotion during all years of children's studying at school. But a consolidated team of teachers, psychologists, doctors has to start working without any delay.

### References

- Berk, L.E. (2000). *Child Development* (5th ed.) Boston: Allyn and Bacon.
- Bezrukikh, M.M. (2004). *Health promoting school*. Moscow: Moscow psychological social Institute.
- Bronfenbrenner, U. (1981). *Sosialisaatiotutkimus*. Espoo: Weilin+Göös. (Studies on socialization)
- Bronfenbrenner, U. (1989). *Ecological systems theory*. *Annals of Child Development*, 6, 187-249.
- Bronfenbrenner, U. (2002). *Ekologistenjärjestelmienteoria*. [Ecological systems theory] In R. Vasta (ed.) *Kuusiteoriaalapsenkehityksestä*. 2nd edition. Finland: OyUNIPressAb, 221-288. Finnish translation: Anne Toppi. [Six Theories of Child Development: Revised Formulations and Current Issues. London: Jessica Kingsley Publishers, London]
- Dapi, L.N., Rocklöv J., Nguéfac-Tsague, G., Tetanye, E. & Kjellstrom, T. (2010). Heat impact on schoolchildren in Cameroon, Africa: potential health threat from climate change. *Global Health Action*, 3:5610. doi: 10.3402/gha.v3i0.5610.
- Dmitriyeva, N.V. (2011). Cooperation all participants of educational process as one of conditions of socialization of schoolchildren. *Vestnik of Tomsk state pedagogical University*, 4, 145-150.
- Eapen, V., al-Gazali, L., Bin-Othman, S. & Abou-Saleh, M. (1998). Mental health problems among schoolchildren in United Arab Emirates: prevalence and risk factors. *J Am Acad Child Adolesc Psychiatry*, 37(8), 880-886, Faculty of Medicine, United Arab Emirates University, Al Ain, United Arab Emirates.
- Fransteva, V.O. & Tikhonova, Yu.V. (2011). Purposeful and motivational grounds in junior schoolchildren. *Social'nyespektyzdorov'a naselenia*, 4(20), [http://vestnik.mednet.ru/content/view/343/30/lang,en\\_US.ISO8859-1/](http://vestnik.mednet.ru/content/view/343/30/lang,en_US.ISO8859-1/).
- Gabdrakhmanova, R.G. (2005). Pedagogical conditions of socialization of senior pupils in school labor associations. Ioshkar Ola: B. and.
- Gabdrakhmanova, R.G. (2015). Social education of students in school labour unions. *Social Sciences (Pakistan)*, V.10(9). 2300-2305. DOI: 10.3923/sscience.2015.2300.2305
- Gabdrakhmanova, R.G. & Egereva, S.F. (2012). Poliprofessionalnyy podhod k antinarkoticheskomu vospitaniyu molodezhi kak faktor samorazvitiya lichnosti [Polyprofessional approach to anti-narcotic education of youth as a factor of a personality self-development]. *Obrazovanie i samorazvitie [Education and self-development]*, 4, 126-131.
- Gabdrakhmanova, R.G. & Korchagina, R.R. (2012). Novyy FGOS nachalnogo obshego obrazovaniya - garant ukrepleniya zdorovya i socializacii lichnosti rebenka [New FSES of

primary comprehensive education – the guarantor of health promotion and socialization of a child's personality]. *Vestnik «Nauchnyy centr bezopasnosti zhiznedeyatel'nosti detey» [Vestnik "Scientific Center of Health and Safety of Children"]*, 4, 36-40.

Gupta, P.K. (1989). Health status of rural school children. *Indian Pediatr*, 26(6), 581-584.

Horner, C.G. & Wallace, T.L. (2013). Measuring Emotion Socialization in Schools. *Journal of School Health*, 83(10), 697-703.

Kasatkin, V.N. (1998). Pedagogy of health: Program and method, Exec. For teaches. beg. Sch. Moscow: DINKA- PRESS.

Kasatkin, V.N. & Cheplyagina, L.A. (2007). Health. Teaching manual for teachers of grades 1-11. Yaroslavl: AVERS-Plus.

Khusainova, R.M., Chirkina, S.E. & Gabdrakhmanova, R.G. (2015). The Role of the Reflective Activity of Students in Individual Educational Trajectory. *Review of European studies*, 7, 5, DOI: 10.5539/res.v7n5p146

Khuziakhmetov, A.N. (1985). School of labour life. Kazan: Tatar book publishing house.

Khuziakhmetov, A.N. & Gabdrakhmanova, R.G. (2011). Socialization of student: problems, searches, decisions. Kazan: Publishing house "Hater".

Gabdrakhmanova, R.G., Egereva, S.F. (2012). Ekologiya shkol'nika -zalog uspekhnoy socializatsii lichnosti [Student's ecology-the basis to successful socialization of the individual]. *Kazanskaya nauka [Kazan science]*, 5,173-175.

Kalimullin, A.M. (2006). Problems of ecological history. *Voprosy Istorii*, 10, 160-164.

Khuziakhmetov, A.N. & Nasibullov, R.R. (2015). Dialectics Of Correlation Of The Schoolchild Personality Socialization And Individualization. *Procedia - Social and Behavioral Sciences*, 191, 843-847.

Levin, L.S., Wagner, M.G. & Heller, M.H. (1968). Health Problems of Elementary-School Children as Perceived by School Physicians, Nurses, and Principals. *The Elementary School Journal*, 69 (1), 44-51.

Niclasen, B., Petzold, M. & Schnohr, C.W. (2013). Adverse health effects of experiencing food insecurity among Greenlandic school children. *Int. J Circumpolar Health*, 5;72. doi: 10.3402/ijch.v72i0.20849.

Novik, N.N. & Podgórecki, J. (2015). A Model of Developing Communication Skills among Adolescents with Behavioral Problems. *International Journal of Environmental and Science Education*, 10(4), Special Issue, 579-587 - DOI: 10.12973/ijese.2015.272a.

Paquette, D. & Ryan, J. (2001). Bronfenbrenner's Ecological Systems Theory. <http://pt3.nl.edu/paquetteryanwebquest.pdf>.

Parfilova, G.G. & Kalimullin, A.M. (2014). Research of Russian Students' Ecological Competency. 3rd World Conference on Educational Technology Researches 2013, WCETR 2013. *Procedia Social and Behavioral Sciences*, 131, 35-39.

Ribakova, L.A., Parfilova, G.G., Karimova, L.Sh. & Karimova, R.B. (2015). Evolution of Communicative Competence in Adolescents Growing Up in Orphanages. *International Journal of Environmental and Science Education*, 10(4), Special Issue, 589-594.

Rimal, H.S. & Pokharel, A. (2013). Assessment of Mental Health Problems of School Children Aged 11-17 Years Using Self Report Strength and Difficulty Questionnaire (SDQ). *Journal of Nepal Paediatric Society*, 33 (3), 172-176.

Sirota, N.A. & Yaltonsky, V.M. (2004). An effective programme of prevention of drug addiction and other forms of addictive behavior. Moscow: OOO Centre printing services "rainbow".

Shukshina, T.I., Neyasova, I.A. & Serikova, L.A. (2014). Diagnosis of the level of assimilation of the social experience by younger schoolchildren. *Life Science Journal*, 11(12), 371-374.

Tsybul'skaya, I.S., Bakhadova, E.V., Sokolovskaya, T.A., Tsybul'skiy, V.B., Armashevskaya, O.V., Monakhov, M.V., Sterlikov, S.A. & Ryzhkova, A.A. (2009). Sotsialnyy portret nesovershennoletnikh raznykh vozrastnykh grupp v sovremennoy Rossii.

Metodicheskoe posobie [Social portrait of minors of various age groups in present day Russia. Guidelines]. Moscow: RIO TsNIIOIZ.-112 p.

Vasta, R. (ed.) (1992). Kuusiteoriaalapsenkehityksestä. Finnish translation: Anne Toppi. [Six Theories of Child Development: Revised Formulations and Current Issues. London: Jessica Kingsley]. Finland: OyUNIpress Ab.

Zhilyaeva, A.G. & Palacheva, T.N. (2004). The program "life Line". Differentiated drug addiction prevention in the educational institution.- Moscow: Center "School book".