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Dialectics Of Correlation Of The Schoolchild Personality Socialization And Individualization

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Abstract

The socialization of a school child personality is a) the process of primary knowledge of life and society history acquisition; b) the process of public work skills obtaining by means of direct participation in the public life of school, in particular, in the organizing activity and self-government; c) the participation in different types of social-useful productive work; d) the process of social norms (behavior rules) and values assignment, familiarizing with the ideals. The regulation of socialization factors by means of teaching-educational process allows to raise educational opportunities of the social environment and to individualize social-pedagogical impacts, to give them a personal character. The more developed the society is, the more important for the individual (within the meaning of singular) is the process of individualization. The individualization - another part of the personality establishment process - is the process where the personality obtains their qualitative certainty and unique identity. The main feature of the individualization is in the comprehension and development of unique and original. Dialectical correlation of socialization and individualization processes is achieved when one of these processes dominates or when the dominant idea changes from time to time. It is expressed in interaction, mutual influence and mutual correction of the both processes. Dynamically non-equilibrium correlation forms dialectical unity of socialization and individualization which ensures integrity of the secondary school student personality formation process.

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1. Introduction

In the modern society the influence of those correlative processes which intersect and result in and which are aimed at the human personality immeasurably grows. These processes are socialization and individualization.

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Personality is not only a social design but also a self-design of the human in the unity of these fundamentals. In this regard, finding balance between them, understanding the way they interact is the most probable way to move to the truth. Unique qualitative distinctness of personality as the singular and special is not contrasted with the typical as the common but is harmonically combined with it. This is not the separation of the individual from the social whole. This is attribution of individual orientation to the society and attribution of humanistic nature to social relations. Integral formation of personality can only be realized in a personality-oriented society (individual-oriented group). At the same time, actual practice of social development and condition of the educational process in the modern school is unable to retard standardization and suspend the loss of its own individuality by personality. This is what happens in real life. Individualization is stimulated by self-education, the goal of self-education is set by a social-moral model whereas the process is aimed at the acquisition and development of personality traits. In the process of acquisition of its culture, the personality becomes able to consider spontaneous influences and differentiate them according to their nature and orientation.

2. The problems of socialization and individualization in modern society

Dialectical correlation of socialization and individualization processes is achieved when one of these processes dominates or when the dominant idea changes from time to time. It is expressed in interaction, mutual influence and mutual correction of the both processes. Dynamically non-equilibrium correlation forms dialectical unity of socialization and individualization which ensures integrity of the secondary school student personality formation process. Socialization is mostly achieved in different types of socially organized activity while individualization is mostly achieved in the process of spiritual self-development and creative work as well as in different types of communication. Personality is the center where socialization and individualization intersect and the result of interaction of contradictory sides of these processes. Personality combines and integrates them. In the process of socialization personality acquires social values and norms thereby integrating in social environment and turns the social into individual. If one of these aspects dominates, disharmony in the structure of personality appears. Alternate dominance of one of the processes studied allows to stimulate personality formation which expresses common essential characteristics (socialization) and at the same time acquires its uniqueness demonstrated in the ability to achieve creativeness (individualization). Therefore, socialization and individualization conventionally represent two relatively autonomous processes ensuring formation of integral personality and expressed in dialectical unity. It equally refers to the formation of the main types of personality (subject-types). One of them is characterized by the dominance of the norm and social (collective) orientation, the other one is characterized by creativeness and individual activity. Socially, creative capabilities of personality are implemented in rulemaking, which is preferable, because it ensures the dynamism of social development and preserves optimal pace of transformations. Alongside with that, the basis for any changes is maintaining stability of the system including social stability. Dialectical correlation of socialization and individualization establishes bases for better understanding of the essence of personality. Ideas of human personality as of the set of social relations and as of only social quality existing in the Soviet science belong to Marxism. As an individual, the human being is natural and social, and as a personality the human being is social. The mentioned scheme was maintained in scientific literature despite different interpretations. Modern researches of personality try to overcome a scheme which was rigidly prescribed until recently. Within the frames of our research we will make some principal considerations resulting from the analysis performed on theoretical and empirical material. Summarizing the obtained results, we need to emphasize that a personality interpretation accepted and totally dominating until recently is one-sided and does not express all the diversity of personality. This interpretation is mostly oriented at one side of a multisided process of personality formation - socialization. The other side, individualization, continued not to be understood enough theoretically and disregarded practically despite declarative statements that it is necessary to take individualization into consideration. Moreover, individualization is the basis of the personality concept no matter if it is a philosophical, psychological or pedagogical concept. The individual in respect of the analyzed issue is understood as the personality-unique expressed in the diversity of the single and special. It is the unity of the characteristics multiplicity that ensures the value of the human being, his openness and universality. The value of personality lies in its unique individuality which combines the set of characteristics. Human personality is the manifestation of the combination of social, spiritual, national, historical, cultural characteristics and individual traits. Social and cultural pluralism is achieved through individual diversity and multiplicity of personality types. Simultaneously, the individuality of a particular personality and pluralism of its types assumes the existence of the

society which consists of various characteristics (qualities). This dependence to Berns,(2006) mind determines the specific nature of interaction of the society and individual in the context of the modern society. Dialectics of correlation between socialization and individualization can be rightfully considered as the integral whole, as harmonic interaction of its principal elements. For the modern system of education this way can be the most promising. This is confirmed by the analysis of social and social-pedagogical regularities identified in this research which comprise the essence of the integrative concept of socialization and individualization. We have identified the following objective regular trends which influence the relations between socialization and individualization of the secondary school student personality: accelerate society reorientation to the goals of the human being; integration of social values; development of self-organization as the priority of social life; acceleration of interaction and mutual enrichment of national cultures; dynamic nature of social development; accelerating movement to the system-based goals of the human being and society. These objective tendencies result in formation and manifestation of new objective social regularities which can be called social-psychological and social-pedagogical: dialectic interaction, mutual determinacy of social and psychological factors responsible for the formation of the schoolchild, his socialization and individualization; the more the processes of socialization and individualization strengthen in the society and under the influence of which the leveling and standardization of the human personality appear, the more the personality attempts to preserve and develop its individuality; the more the process of socialization is based on individual traits of schoolchildren, individual and creative pattern of acquiring social experience by them, the more successfully socialization and personality individuality development proceed. Identified objective regular tendencies and social regularities result in the fundamental principles according to which pedagogical systems must develop. The homocentric principle and the rule arising from it assumes such generation of pedagogical systems where developing personality takes the central position and which all lines of factors and conditions ensuring its development lead to. The principle of personalization is that operational principle implementing which it is possible to ensure the development of the schoolchild personality in its personified manifestation. The principle of correspondence of society communities educational goals assumes such conformance of the above mentioned goals when educational goals of society communities mutually conform which is the important condition for complete development of personality. That assumes the update of these goals at the state-social level. The principle of dialectic interaction of socialization and individualization processes of the schoolchild under the influence of upbringing and education. The principle of consideration of biological, social and psychological factors interaction which determines the development of the schoolchild and conformity of interaction of these factors using pedagogical tools. The principle of harmonization of social relations and educational goals of the school is the principle which aims the state and society and the school respectively at the adoption of humanistic ideals in the educational process. The principle of self-organization as the basis for the personality development requires reorientation of educational-pedagogical systems to the priorities of self-organization for each developing personality which ensures its complete life activity. The principle of personality self-fulfillment is such an initial point of pedagogics which determines the necessity of transition of educational-pedagogical systems to the achievement of the main goal – fulfillment of its own program of self-development by each personality. This program has to become the framework basis for upbringing and education. The principle of social nature-conformity expresses the requirements of such formation of upbringing and education which to the fullest extent conforms with objective social nature of the person. As is known, that human nature is related to objective social roles adopting which the human being is becoming personality. This fact predetermines that the content of upbringing and education has to ensure complete adoption of these roles in the system of the types of activity. The principle of individualization reflects the objective necessity to consider individual-psychological characteristics of the secondary school students which leave the mark on the process of personality formation. The principle of variability is the reflection of the objective necessity of pedagogical process variable formation having in mind those factors and conditions which determine the nature of personality formation. The binary principle in ensuring national and international cultural development of personality resulting from accelerating and strengthening interaction of national cultures requires such special instrumentation of upbringing and education that on the one side, the content of upbringing and education and, on the other side, establishment of respective conditions would ensure harmonization of these fundamentals. The principle of mobility of pedagogical systems is the statement that in a dynamically developing society pedagogical-educational systems immanently reconstruct the pedagogical process constantly coordinating it with life realities. The principle of outrunning pedagogical education is the reference mark indicating that pedagogical education must have anticipatory nature, ensure preparation of pedagogical personnel

able to implement pedagogical goals in new conditions, use new methodologies and techniques of upbringing and education. The principle of systematicity Gessen (2010), considers as an integrative principle determining the integrity of socialization and individualization of the schoolchild personality in the system of factors and conditions. Jointly mentioned objective tendencies and regularities, principles and rules express the thesaurus of the integrative concept of socialization and individualization of the schoolchild personality according to which the dialectics of these fundamentals lies in their system unity and interaction. The main idea of the developed concept is harmonic unity of socialization and individualization in the pedagogical process at school. The content of the concept includes the structure (mechanism) of relative interaction and mutual correction of socialization and individualization, analysis of their content and results. Dialectic correlation of socialization and individualization ensures the achievement of their unity. The basis of the achieved unity is the dynamic imbalance of the opposite sides of socialization and individualization. It preserves because of balanced combination of social necessity in collective - regulatory subject-type and individual demand of the schoolchild personality for actualization of creativeness which assumes formation of individual-creative subject-type. The unity of socialization and individualization ensures integrity of personality and contributes to preservation of integrity of the schoolchild personality formation process. Disturbance of dynamic balance of socialization and individualization correlation destroys the unity of correlative processes, destroys the integrity of personality, results in deformation of its relations with the environment, complicates the processes of adaptation and destroys the dynamics of the educational process. Pedagogical aspects of socialization and individualization are integrated into the pedagogical process; they are regulated and controlled; they interact with each other, have mutual influence on each other and can be mutually corrected, they have the ability (property) of self-organization and flexibility in relations of personality to the social community. The liaison between correlative processes of socialization and individualization, subjectivization and objectivization is the act of the personalized choice (decision making). Personality is the point where socialization and individualization intersect. Choice is the act of creative self-fulfillment of personality in socially approved types of activity, forms of communication and styles of behavior. Individualization results from the sequence of personalized choices. Personality fulfilled in the act of choice appears as the result of dialectic correlation, the moment of unity of socialization and individualization processes. Meneghetti (2003), thinks that development of human individuality is an integral system process of creative transformation of socialization experience by the human being into the individually psychological, special, unique. The social-pedagogical mechanism of personality formation (and its types) reflects the process of correlative interaction of contradictory sides of socialization and individualization. Functioning of the mechanism is ensured by multisided correlations which result in integral formation of the secondary school student personality. The integrity of education is supported by joint unity of relatively autonomous processes of socialization and individualization, subjectivization and objectivization. The elements of the mechanism are driven by contradictory correlation of: socialization and subjectivization; individualization and objectivization. Meaningfully specific but multidirectional (organized (controlled, guided) and disorganized (uncontrolled, unguided) influences and subjectifying phenomena which ensure the nature of choice (decision making) and its behavior enter into relative interaction. Socialization guides subjectivization of personality and is responsible for the content of personality due to its own structure. The elements of the structure are realized by personality, creatively adopted, subjectivized and turned into its characteristics.

Socialization and individualization interact. Individualization to Orlov's mind acts as the process of internal revision and adoption of socialization elements and turning them into internal (objectivizing) phenomena which are actualized in activity-behavior choices (Orlov, 2012). They appear at the level of social relations and become socially approved or disapproved. Individualization determines objectivization of personality and gives it uniqueness. At the same time, personality objectivizes and becomes an integral part of a social community enriching this community with its uniqueness and specialness of individual manifestations. Individual traits of personality appear in the structure of objectivization, enrich the content of socialization and add personal meaning to it. Mutual intersection of contradictory sides of socialization and subjectivization, individualization and objectivization assumes their mutual influence and enrichment achieved by means of transition of some conditions or characteristics to other ones. Mutual influences intersect and ensure acquisition of the elements of the mentioned processes structure by personality. They also stimulate actualization of personality in the act of choice (of its attitude, view, behavior, assessment etc.). Thus, individualized personal choice is becoming a liaison in the integral process of socialization and individualization, contradictions of this process are overcome if students have formed relevant capabilities to make personally and socially significant decisions. Understanding of the essence of these capabilities is determined by the knowledge of personality structure which from our viewpoint is most reasonably defined by

Platonov (2013) With regard to the above mentioned, we will consider the levels of personality structure, at each of these levels the interaction of socialization and individualization appear. The first level is the inborn biopsychic characteristics of personality. These characteristics include individual biopsychic qualities, particularly potential properties, temper, biological needs, emotions, psychic mobility which influence personality socialization and individualization in different ways. As far as these characteristics also develop in course of life and the nature of such development depends on interaction of the natural and social, education assumes establishment of conditions when significant characteristics become actualized. The second level is cognitive. This level reflects development of cognitive capabilities of personality, formation of reflective-transformative mechanisms which are the basis for personality orientation in the whole surrounding environment including social life and the own life of personality. Perceiving objectivities of social existence, its laws and regular patterns, social values and norms, personality transforms them in a creative way thus forming its own values and goals, and when personality perceives itself, it determines its possibilities to achieve life goals which together makes up the process of adoption of human culture main elements in unity of the social and individual. In this case cognitive processes acquire more and more personal nature and individuality is kind of “polished” in them. The third level is formation of social experience. This experience assumes creative adoption of individual elements of the scientific knowledge system, ways of labor, study, social, creative activity, social morality, formation of communication experience etc. In this process public experience, the social are creatively “melted” by personality into the individual consciousness, individual experience. The fourth level of personality is the formation of personality orientation (Platonov, 2013) or system preliminary basis of behavior and activity (Talanchuck, 2011). Orientation of personality is its motivational core formed in the process of socialization and responsible for the individuality of personality. In the system of motivations, conceptual attitudes the social-typical in the personality of the schoolchild dialectically interacts with the individual, specific. It is very important to achieve harmonization of the social-typical and individual-psychological elements in the structure of the schoolchild orientation during educational process. Each of the mentioned levels is relatively autonomous.

3. Conclusions

At each stage of personality formation all fundamentals interact if the process of socialization harmonizes with individual development whereas individual development takes place at the fertile soil of social values. In accordance with that, pedagogical process, especially educational process, must reflect the dynamics of interaction and development of all personality structure elements. This purpose requires such pedagogical technique which balances relation between socialization and individualization and integrates them. Taking these conclusions into account, we have formulated initial requirements to the integrating technique of education which are revealed through objective tendencies and regularities of socialization and individualization of personality of the schoolchild, their appropriate principles and rules as well as through the requirements to educational and pedagogical processes.

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