Dialectics of Correlation of the School Student Personality Socialization and Individualization in Pedagogical Theory and Practice

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ABSTRACT

Personality socialization has gained a versatile coverage though it is not sufficiently investigated in the context of radically changing social-economic and political situation in society; this circumstance provides the relevance of the studied problem. The objective of the paper is to substantiate theoretically and prove experimentally an integrative concept of dialectic correlation between socialization and individualization of school student's personality, creation of an integrative model of socialization and individualization of the learner's personality, development of social-pedagogical mechanisms of the school student's personality formation as a result of socialization and individualization interaction in the context of training and education. The leading method to the research of this problem is the dialectic research method of development of society and the human allowing to reveal the following objective natural tendencies influencing relations between socialization and individualization of the school student personality: acceleration of reorientation of society to human's goals; integration of social values; development of self-organization as a priority of social life; acceleration of interaction and mutual enrichment of national cultures; dynamic nature of social development; accelerating moving to human and society systemic goals, etc. Research resulted in identification of processes involved in personality developments; they are presented by analysis of personality problem, ways of its development and education. The paper covers the personality structure, periodization of personality development in ontogenesis and stages of its formation at school age, internal dynamics of personality development and establishing of its individuality. Materials from the papers can be useful to pedagogues, teachers and researchers studying issues of training and education.

Introduction

The topicality of the problem

A human in modern society experiences an immeasurably increased influence of those correlative processes the result and purpose of which is human personality. Socialization and individualization are these processes.

The process of human formation as a personality is many-dimensional. It is accompanied with actions of numerous and multidirectional factors the set of which makes a dominant of approaches to personality socialization. These approaches are various in modern foreign and Russian theories. The concept of integrating socialization is successfully developed in France. In Denmark and Holland, a wide context of factors providing personality socialization is taken as a basis of the process analysis. In Russian science points of view on socialization are also various. Their variety and peculiarities are analyzed in a number of specific works (Popov, 2005).

General comprehension of socialization assumes the consideration of the following main characteristics: it is a process of human's assimilation of social experience (knowledge, skills), system of norms (rules of conduct) and values, sets of ideals (models of social development); assimilation (learning) assumes availability of organized (controlled, operated) and unorganized (uncontrollable, unmanaged) impacts on the human; it is the process of person's inclusion in social links and relations; the personality is the result of socialization. In the broadest meaning, socialization represents a process of becoming and formation of a human's social entity under the influence of the following factors: a) social-pedagogical infrastructure; b) education; c) self-improvement. It is the process of synergetic interaction of specified factors.

Socialization in the research is considered from ontogenetic point of view, i.e. its influence on human personality formation and specific types are studied. This is a pedagogical aspect of socialization which is specified in the following. School student personality socialization is a) a process of primary knowledge of life and history of society assimilation; b) a process of abilities and skills of public work acquisition by direct participation in public life of school, in particular, in organizing activity and self-government; c) participation in different types of socially useful productive work; d) process of social norms (rules of conduct) and values mastering, familiarizing with ideals. Regulation of the aspect of socialization factors by means of training and educational process enables to increase educational opportunities of social environment and individualize social and pedagogical influences, to give them a personality character. Education process integrates forming forces of society and gives them a specific orientation. Education includes a socially managed and subject to correction set of influences; their sources are training and educational institutions and subjects of various types.

The more developed the society is the greater influence on the individual (in the value of simple) the process of individualization acquires. Reorientation of social requirement occurs: the accent is transferred to an individual. Socialization becomes a universal means of a human adaptation to available conditions of social environment. It is one part (side) of the process of personality formation embracing most common and steady signs (features) of the personality; as a result a social type of personality is formed. Socialization provides integration of the individual into social system by means of norms assimilation and acceptance of a particular scale of values. Individualization - another part of the process of personality formation - is a process in which the personality acquires a qualitative certainty and unique originality. The key feature of individualization is comprehension and development of the unique and the original. At the same time the individual subject is an integral system

but not the sum of parts making it. The dialectic unity of the whole and part makes a unique and original integrative system – the individual whole.

Individualization in philosophical literature is considered as a process immanent to personality development. It is a particular type of development. The main internal contradiction of individualization is considered a contradiction between needs of the certain person and opportunities of their satisfaction in the context of the given actual situation, this social environment. Analysis of the pedagogical aspect of dialectic correlation of socialization and individualization of the school student personality is directed to possible harmonization of this contradiction.

In Russian pedagogy and psychology personality individualization is studied in interrelation with socialization, in particular, in interaction with leading kinds of activity at different age stages of ontogenetic development of the school student (Bozhovic, 2001). The theory of contradiction between desires and opportunities, motivational and operational sphere of the person as the motive power of their development has been elaborated. It is one mechanism. Another mechanism of personality socialization and individualization assumes their simultaneity and dialectic interrelation. This dependence looks as follows: development of identity is caused by depth of human relations development. Within this mechanism one more mechanism operates: identification and individualization (Khuziakhmetov & Nasibullov, 2014).

Explore Importance of the Problem

The problem of individualization in training was investigated in pedagogy, generally in relation to styles of activity and, first of all, to training process organization. Pedagogy of cooperation gave a new impulse to study of individualization in training; it focused on demand-motivational and value-meaning spheres of the school student, and on this basis built "teacher – school student" interaction. Transition to socio-ethno-cultural experience and universal values of human life began to realize. At the same time, systemic crisis of the Russian society significantly complicated implementation of the started process. Social-economic modernization immediately affected modern school and the whole system of training and education work organization.

Meanwhile productive attempts to consider education individualization as a process of a school student's personality formation management in an educational collective as creation of typical attitudes to society, people, activity, oneself, creation of the tutor and the learner relationships were undertaken and continue to be made in pedagogical theory (Khuziakhmetov, 2012). In the concept of education individualization an attempt was made to overcome contradictions between spontaneity of external influences and substance of individual processes. In recent years, individualization is considered as the education goal, as creation of favorable conditions for personality formation (Yarullin & Gabdrakhmanova, 2015). Summing up preliminary results, it is possible to note that the problem of individualization still remains complex. Application of the system approach reflecting the unity of social and individual factors in school student's personality development is required for its solution. Advancing development of methodological questions can reduce the number of extremes in explanation of the studied processes (Yarullin, Yangirova & Ignatovich, 2016).

Personality is not only a social project, but is also a self-project of the person in the unity of these beginnings. In this sense finding an equilibrium between them and comprehension of their interaction is the most probable way of driving to the truth.

Unique qualitative originality of personality as the simple and the singular is not opposed to typical as the general but is harmoniously combined with it. It is not isolation of the individual from the social whole. It is assigning of individual orientation to society, and humanistic character to social relations. Integral formation of personality is feasible only in personally focused society (individually focused collective). At the same time actual practice of social development and state of training and educational process at modern school is not yet able to slow down standardization and to suspend the loss of own identity by the personality. It is what is really occurring.

Individualization is stimulated with self-education the purpose of which is set by a social and moral template, and the process is directed to acquisition and development of personal traits. Mastering its culture, personality becomes capable to consider spontaneous influences, to differentiate them according to character and orientation.

The dialectic correlation of socialization and individualization is realized when one of them is dominating or upon periodic change of the dominant. It is expressed in interaction, interference and inter-correction of both processes. Dynamically non-equilibrium ratio forms dialectic unity of socialization and individualization which provides the integrity of school student' personality formation process. Socialization realizes, mainly, in different types of socially organized activity, and individualization is generally implemented in the course of spiritual self-development, creativity and various types of communication. The personality is the center of crossing of correlative processes of socialization and individualization, the result of interaction of contradictory sides of these processes. The personality unites and integrates them.

Features of formation of values of education

Initial provisions developed in the research give the teacher and tutor necessary theoretical and methodical ideas of the correlative unity of socialization and individualization providing the wholeness of personality formation process. Practical significance of the research is also determined by its general orientation to improve the organization of educational process taking into account new social and economic realities and use of updated technologies of education projected on the basis of integration of correlative processes of the school student personality socialization and individualization.

Status of a problem

Crisis of public system has led to destruction of social environment that has a catastrophic character. The human was amazed by the speed of this process. The pathos of destruction became all-conquering. As well as society, school had no opportunity to be prepared for life in new conditions of a transition period. Everybody was left to themselves. The pendulum sharply swayed towards individualization. Total domination of one side of personality formation – socialization was replaced by dominating individualization in the shortest historical interval that aggravated social contradictions and internal personality contradictions. Preservation of this dominance can have dangerous consequences

for social development as it generates and develops selfish qualities of the personality, reduces their social sensitivity and limits the person to own interests and requirements.

Solution of this problem demands fundamentally new approaches. Such approaches began to be outlined apparently in sciences in the light of ideas of synergy (Burns, 2003), theory of self-organization, systemic-synergetic pedagogical theory (Talanchuk, 1999) according to which any phenomenon of reality is studied more objectively if it is considered from positions of the systemic unity contradictions of which are an indicator of unsolved opportunities, and harmony is the indicator of its development potentials.

From these positions it is lawful to consider dialectics of socialization and individualization correlation as a unit, harmonic interaction of its beginnings. For modern education system this path can become the most perspective one (Gabdrakhmanova & Egereva, 2012). It is proved by the analysis of social and social-pedagogical regularities singled out in this research which make the essence of the integrative concept of socialization and individualization (see Table 1 "Thesaurus of an Integrative Model of Socialization and Individualization of the School Student Personality").

Table 1. Thesaurus of an integrative model of socialization and individualization of the school student personality

Objective tendencies	Principles	Rules
Acceleration of reorientation of society to the goals of the person. Integration of social values.	Homocentric approach in projecting pedagogical systems. Principle of personalization. Principle of educational goals correspondence. Principle of dialectic interaction. Principle of accounting interaction.	Personally focused construction of training-educational process. Personalized ensuring of personality development in the system of pedagogical influences. Correction of educational goals in compliance with logic of social values and norms of development. Creation of pedagogical environment that prognostically forms a new type of children's relations in the light of ideals of civil consent.
Self-organization development as priority of social life.	Principle of self-organization as basis of personality development.	Reorientation of pedagogical systems to creation of teaching-educational process with dominance of factors providing formation of personality self-organization system.
	Principle of personality self-realization.	Transition to education organization on the basis of the leading role of personality self-realization program and the process of its implementation.
	Principle of social nature conformity.	Ensuring a set of types of activity and personality assimilation of objective social roles system .
	Principle of individualization.	Differentiation of educational goals, tasks and content of personality formation with their individual and psychological features in view.
	Principle of variability.	Consideration of specific factors of personality formation in the context of the city and village and reflection of their potentials in the contents of training and education.

Table 1. Continued.

Objective tendencies	Principles	Rules
Acceleration of interaction and mutual enrichment of national cultures.	Principle of binarity in ensuring personality national and international cultural development.	Reflection in the contents of training and education of a binary unity of goals and objectives of national and international cultural development of the personality. Creation of the environment integrating interaction of national and international beginnings in personality vital activity.
Dynamic nature of social development.	Principle of pedagogical systems mobility.	Adequate reflection of social dynamics in the content of training and education
	Principle of advancing pedagogical education.	Advancing preparation of pedagogical staff mastering new techniques and technologies of education and training.
Accelerating movement to systemic goals of the human and society.	Principle of systemacity.	System support with training and education harmonious development of school student personality in the unity of their socialization and individualization.

Research of the hypothesis

According to the presented concept the dialectic correlation of socialization and individualization will be achieved and will provide necessary educational impact on the school student personality and substantiate their full development if: 1) the goal, tasks, contents, forms and methods of training and education are coordinated between themselves and brought into accord with the social order of society for school, training and education and regularities of personality formation, development of their personality and natural inclinations; 2) contradictions between processes of socialization and individualization of the school student personality and their system character are revealed in time and solved correctly, and their role as a motive power in learners' personality formation is considered; 3) mechanisms, content of socialization and individualization are based on objective regularities and proceeding from them principles and rules reflecting the unity of this process; 4) harmonious unity of contradictory processes of socialization and individualization are provided with system social and social-pedagogical regulation of factors of personality development; 5) socialization and individualization find integrative reflection in training and educational process as the unity in harmonious interaction of their components; 6) the system of training and education is designed on the basis of integration of pedagogical aspects of socialization and individualization stimulating objectivation and subjectivation of the school student personality; 7) effective management of socialization and individualization processes of the school student personality is provided with advancing psychology and pedagogical preparation of teacher's staff for the solution of this task.

Materials and Methods

Objectives of the study

The following problems were solved during the research: 1) on the basis of theory-methodological analysis to reveal and determine intrinsic characteristics

of dialectic interaction of integrative processes of socialization and individualization of the school student personality in the context of radical social-economic transformations, establishing market relations, humanization and democratization of modern society; 2) on the basis of analysis of socialization and individualization processes of the school student personality to specify contradictions arising between these processes, their system character and their role as motive power in formation of learner's personality. To prove ways and means of solving these contradictions and optimization of the school student personality formation; 3) according to objective integrative regularity of socialization and individualization processes of the school student personality to prove main requirements for the content selection of their social and social-pedagogical assistance; 4) to prove pedagogical procedures of projecting, provision and regulation of factors of socialization and individualization and requirement to technology of the school student personality education on the basis of socialization and individualization contradictory processes integration; 5) to define initial requirements for substantiation of advancing training of students studying at pedagogical universities (institutes) and retraining of teachers for organization of training and educational process considering correlative impact on the school student personality of socialization and individualization in their unity.

Theoretical and empirical methods

The complex of various methods complementing each other was used to verify the hypothesis:

- theoretical methods: system, historical, psychological, social-pedagogical and logical analysis, ascension from abstract to specific, imitating modeling, interpretation.

- empirical methods: scientific-methodical and comparative analysis of program and standard documentation, generalization of activity results, mass and best pedagogical practices, content analysis of observation materials, conversations, questioning, interviews, personal observation over training and educational process and participation in organization and implementation of a reformative pedagogical experiment, statistical processing of research results.

Base of research

State institutions: liceums No. 3, 4, 15, 20, 27 and schools No. 167, 171, 174 of Kazan, the Institute of Psychology and Education of Kazan (Volga) Federal University made the base of the research.

Stages of the study

Research was carried out in three main consecutive steps:

The I stage – search: during this stage educational institutions activity was studied, innovative methods of social experience formation in school students were generalized. Along with it, theoretical analysis of socialization and individualization correlation of school student personality, search of initial methodological approaches, development of research tools and a set of research techniques were performed.

The II stage - stage of social-pedagogical interpretation of the problem: initial positions and a research objective were defined, working hypothesis was

formulated and its tasks were specified, the concept of research was developed, profound analysis of the problem considering social-economic and political changes occurred in society was realized, social-pedagogical experience in new conditions was generalized. The forming experiment was continued. According to basic provisions of the proposed concept practical realization of components of education technology the basis of which dialectic correlation of socialization and individualization of the school student personality made was accomplished.

The III stage - finishing and generalizing: methodological and theoretical reflection, generalization and analysis of results of theoretical research and experimental work continued, theoretical provisions on results of the forming experiment were specified; test experiment and subsequent processing of results were fulfilled. Methodological and methodical base for system introduction of research results into practice of educational work of various types of training and educational institutions was created.

Evaluation criteria

The following objective criteria influencing relations between socialization and individualization of the school student personality were revealed:

- acceleration of society reorientation to human's goals;
- integration of social values;
- development of self-organization as priority of social life;
- acceleration of interaction and mutual enrichment of national cultures;
- dynamic nature of social development;
- accelerating movement to system goals of the human and society.

Results

Experimental work was organized in the context of the social-economic relations reorganization with specificity of its manifestations in view. The correlation of pedagogical aspects of socialization and individualization is mostly productively found (objectivation and a subjectivation) in case when the following directions of educational work with school students are organized.

1) Inclusion of school students in a collective of a mixed-aged labor association. 2) Formation of school students' social experience. 3) Inclusion of school students in the situation of personal choice deliberately created in educational process. 4) Pedagogization of a social environment assuming designing of micro-social environment which possesses maximum educational potential. The program of experimental work represented a combination of forming and natural experiment. In our opinion, such an approach to experimental work organization enabled to realize optimum advantages of both methods, in particular, to use educational opportunities of student's self-government.

The work considered various associations of adults and teenagers, interrelations between them; their education opportunities were determined; various activities to establish them as educational collectives were developed; influence of these associations on process of social experience assimilation was defined.

Questioning embraced 660 pupils of 5-11 grades; 23 class teachers, 62 subject teachers, 560 parents, 30 representatives of various professions, public educators.

Careful study of main components, units of the process of social experience assimilation to perceive the logic of its development was implemented. Internal positions of teachers and school students in orientations at each other were analyzed; they reflect their basic approach to definition of education goals and child's personality development management, their preparation for life and work. It became clear that only in interrelation of these components the process of social experience assimilation is steady and effective.

As a result of prolonged observation, teachers and school students were divided conditionally into 3 basic groups according to character of an internal position and orientation at each other.

Those whose steady internal position is characterized by responsible dependence, cooperation, orientation made the first group: teachers —to develop self-education, initiatives, creative activity in children; teenagers — positive perception of sets proceeding from teachers. The second group included teachers and school students whose steady internal position is built on principles of "morals of obedience" with emphasis on the teacher's leading role who instructs and directs child's development. The third group made teachers and school students who were characterized by a steady lack of motivated internal position in orientation at each other. It was found out that the second group (62%) of respondents prevailed. Either beginning teachers or teachers working mostly "blindly" according to the principle "perhaps something will turn out" made the third group (24%). School students from the 3 group were, generally, passive, they were not interested in any activity.

The first group of teachers and school students is, unfortunately, small — 14%. It should be noted that groups of teachers and school students isolated according to the character of an internal position in orientation at each other are rather steady.

In the course of the forming experiment interaction of a mixed-aged labor association and school students is conducted in two interconnected directions: 1) educational impact of the forming potential of mixed-aged labor associations on the personality; 2) impact of the school student personality on the collective; its degree was defined by the school student's contribution to achievement of general result, individual abilities and qualities which were displayed in joint activity and communication.

Interaction of a mixed-aged labor association and the school student assumed the use of opportunities to manage pedagogical aspects of socialization and individualization to create such conditions under which social orientations, positive relation to work and collective, core social and pedagogical qualities would be created in school students.

Impact of pedagogical potential of a mixed-aged labor association on the school student personality took place in unity with public-organizing activity of students' self-government bodies in which school students realized creative opportunities and need for individualization.

General provisions which formed the basis for the organization of work on school students' inclusion in the collective of mixed-aged labor associations were:

- direct participation of school students in planning and organization of labor process, its control and accounting of results; in a consecutive assessment of performing and organizing functions displayed by school students; in the organization of student's self-government; achievement of socially important and individually valuable results in the course of work; awareness of this importance by school students; use of various techniques to stimulate interest in final results of work and nonconventional forms of encouragement widely practiced in conditions of transition to the market relations;

- consideration of regional specifics caused by the following factors: social (structure of the population, a school enrollment, character of parents' work), demographic (population size, age-gender structure of the population, the number of children in a family), economic (features of production environment and professional employment of the population), national (religion, customs, traditions, customs) and pedagogical factors (material and technical resources, school personnel capacity); the differentiated approach to determine the content of work according to requirements of the market of the specific economic region;

- the process of collective formation is defined by interaction of the personality and collective during which social and pedagogical qualities are developed through mastering skills of productive work and assimilation by school students of components of personality structure takes place; productivity of educational work in many respects depends on school students' awareness of requirements imposed by the collective on the personality and opportunities of the collective to consider interests of the personality; in mixed-aged labor collectives the major task is registration and development of labor traditions which bear in themselves considerable educational potential;

- priority activity of students' self-government bodies in conditions of mixed-aged labor associations is the organization of school students' activity whose aim is their inclusion in labor collective structure and in the developed system of inter-collective communications and relations, and stimulation of public work based on school students' individual interests, individual choice and preferences.

Results of experimental work enabled to single out three main contradictions of the correlation of socialization and individualization in mixed-aged labor associations: 1) between collective's assessment of the personality and self-assessment; 2) between requirements of mixed-aged labor associations to the school student and the school student to the collective; 3) between interests of the collective and the school student. Overcoming of revealed contradictions during experimental work was carried out on the basis of school students' developed attitudes to work, collective and adequate self-assessment, and also developed flexible relations of the collective reacting to change of individual interests and needs of the personality. It promoted effective inclusion of the school student in a collective of mixed-aged labor association.

Besides, results showed that to solve objectives of school students' personality education it is necessary to organize vocational guidance at school, students' production team, summer camp of work and rest that have the following characteristic features: direct implementation in a labor collective, connection with formation of an individual style of work, identification of opportunities of school students' professional growth, development of their steady positive attitude to work.

The organization of work to form school students' social experience was built on the basis of the following provisions:

- school students' assimilation of specific forms of social activity, readiness for transformation of this activity are leading conditions of personality socialization; main functions of social experience are: economic, political and moral; assimilation of norms of economic and labor relations is caused by school students' need in accelerated inclusion in economic relations, in particular, in the course of economic function realization of school students' social experience assimilation their inclusion in economically caused labour is provided, skills of rational labor organization and working hours, economic relation to work products, need in an entrepreneurial activity are formed; realization of political function of social experience assimilation assumes formation of political culture, readiness for participation in political activity in the context of ideological pluralism and developing multi-party system in school students; moral function of social experience assimilation assumes school students' readiness for moral choice, creating favorable conditions to reveal creative abilities;

- assimilation of social experience by school students is a process in which the information, operational and transforming stages are singled out; at each of them certain pedagogical problems are solved: information stage assumes updating of situations that cause school students' interest in knowledge, at the operational stage inclusion of school students in activity that supposes that they apply independently and constantly improve abilities and skills (professional, organizing, performing, etc.), the reformative stage assumes the organization of collective creative process providing success of significant social and economic problems solutions (formation of a collective creative subject);

- organization of work to form school students' social experience; it stimulates education of core personality qualities: social activity directed to realization of the demand for development of social experience and manifestation of organization abilities, entrepreneurial spirit, efficiency and sense of duty; public orientation based on satisfaction of private interests and individual requirements; mutual responsibility for obtained work results; social stability the basis of which is professional competence.

Discussions

Analysis of the course and results of the work makes it possible to state that school students' acquaintance with organization of a mixed-aged labor association, content of activity should precede their inclusion in production relations; it is expedient to begin training in production operations with school students' general acquaintance with history and traditions of a students' production team (Khusainova, Chirkina & Gabdrakhmanova, 2015). Educational value of traditions in mixed-aged labor association is especially great. They promote the unity of collective, exert serious impact on formation of public opinion, create favorable conditions for continuity of generations and transfer of social experience. Labor traditions promote more intensive school students' assimilation of principles and standards of behavior, valuable orientations, style of activity and types of relations accepted in labor collective.

Personality formation during their inclusion in a collective of a mixed-aged labor association assumed implementation of an integrated approach to the

organization of such work. In particular, drawing up a comprehensive plan of educational work which considered coordination and complex orientation of each kind of activity was of great value. Its performance met objectives of social development of mixed-aged labor associations and school students' individual formation.

Conclusion

The leading idea of the research is a universal provision on education as a social process in the course of which the transference and assimilation of social experience and human culture takes place.

The main idea of the integrative concept developed and proved in the work is the harmonious unity of socialization and individualization in pedagogical process at school. The contents of the concept include structure (mechanism) of correlative interaction and mutual correction of socialization and individualization, analysis of their contents and results. The dialectic correlation of socialization and individualization provides achievement of their unity. The basis of the achieved unity is made by a dynamic non-equilibrium of opposite sides of socialization and individualization. Violation of dynamic balance of socialization and individualization correlation destroys the unity of correlative processes, breaks the integrity of the personality, leads to deformation of its relations with environment, complicates processes of adaptation and breaks dynamics of educational process.

Recommendations

The article is addressed to school teachers, higher school students; it is of certain help to develop specialized courses for students and methodical materials for institutes of professional development and retraining of educators.

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