THE ROLE OF EDUCATION IN SOCIALIZATION OF AN INDIVIDUAL

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Abstract

Socialization and education are the processes directly related to the overall development of an individual. These processes prepare individuals and ensure their inclusion in various social spheres and cultural integration. This research analyses in detail the role of socialization of an individual in shaping the social structure. It provides characteristic features of socialization of an individual, as well as the role of education in socialization of each member of society.

Keywords: socialization of an individual, personality formation, education.

1. INTRODUCTION

Socialization is a term used to describe the processes that take place in interaction between society and the individual. The socialization of an individual, in turn, is a process influenced by such factors as family, formal and informal social groups, education processes, upbringing, etc. and accompanies the whole life of a person; a process of shaping individual functional behaviour in accordance with the expectations of the culture or society in which this person lives. Each society develops its own culture by preserving and following norms, customs, values, traditions, social roles, symbols and languages, and socialization helps an individual learn, inherit, preserve and transfer these values over time. Moreover, it helps him acquire new skills and habits essential for adequate inclusion in community life. In other words, socialization contributes to the process of acceptance of one individual by the society through cultivating a certain value system. We can state that socialization is the process through which society and culture continue to exist. It is not only an end in itself, but it focuses on the ways, patterns and models through which the society shapes and controls individuals by imposing certain norms, standards and values. It relates to learning, internalization and transfer of customs, norms of behaviour and culture of the society to the next generations and at the same time plays an important role in preparing a young man for his active inclusion in various social structures and relations.

2. THE ROLE OF EDUCATION IN SOCIALIZATION OF AN INDIVIDUAL

There have been numerous definitions of the term "socialization" over the years and all of them are different. In her report "Socialization as an ongoing understanding" Violeta Georgieva collects the newest ideas in which socialization is determined as a "process of transformation of an individual into personality, acquisition by an individual of language, social values and experience (norms, attitudes, patterns of behaviour), culture that exists in certain societies, social communities and groups, enrichment of social relations and social experience" (Mardahev, 2003a); as a "complex process of interaction between an individual and the elements of the social environment, whose product is social regulation of individual`s behaviour according to

established cultural values and norms" (Desev, 2003b); as "overall personality formation through acquisition of knowledge, norms and values by an individual, through mastering the material and spiritual environment, language and types of communication" (Georgieva, 2016).The socialization of an individual is essential in shaping the social structure. Through education, the society members transfer their knowledge, skills, values and patterns of behaviour to younger generations. This way knowledge, self-preservation and continuity are guaranteed. In this sense, the education is understood as a process of socialization. Interaction with friends, family relationships and afterwards school play the role of three whales with whose support people learn to follow rules, to be rewarded for their work and to learn how to behave in public places – all constituting examples of socialization that allow a person to function within their culture.

Analysing in more detail the role of education in the development of society, we need to answer two key questions: "What are the features of socialization of an individual" and "What is the role of education in one's socialization".

We will begin with the first one – what socialization is or more precisely – socialization of an individual.

Many philosophers have expressed their viewpoints about the process of socialization. The works of Plato, Montaigne and Rousseau describe different theories of socialization. A dictionary from 1828 defines the term "to socialize" as "become fit for life in society". However, only Georg Simmel popularized the concept, which later was included in different branches of psychology and anthropology. Among the main theories, there are six types of socialization:

– Primary socialization;

– Secondary socialization;

– Developmental socialization;

– Anticipatory socialization;

– Re-socialization;

– Organizational socialization.

Primary socialization: This is a process when children learn about the values and actions shared by members of the same social group and the same culture. In the beginning, it takes place through interaction between the family` members and the community. Children see their parents` behaviour as an example and their opinion influences their perception of the world. Thus, when the children observe certain behaviour and opinions of their parents and community members, they consider them to be appropriate. In this way, children acquire or learn about this specific habit/behaviour/opinion and the process is called primary socialization.

Secondary socialization: The secondary socialization is a process during which a person learns about appropriate and acceptable norms of behaviour of one individual as a part of a smaller group in a community. The secondary socialization as a process is usually associated with teenagers and adults.

Anticipatory socialization: Anticipatory socialization refers to a process by which a person prepares for future roles, professions and social interactions.

Developmental socialization: This process refers to acquiring the norms of behaviour in a social institution or developing your social skills.

Re-socialization: Along with the process of socialization of an individual, there is a so-called process of re-socialization. And there is nothing wrong about that – throughout life a person never ceases to learn or reject previous behaviour patterns and values. Re-socialization is a process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life. Re-socialization can be a very intense experience because it includes detachment (Tumbaach, 2021a).

Socialization can also be seen as a system of social control. Culture is not a birth right of a person. It develops as one grows and the parents, teachers and friends, etc. bear responsibility for an individual to become a social being. Through constant interaction, they become culturally and socially integrated and this is where the main functions of socialization come from, namely:

– To "teach" language of the culture in which we are born, as well as the roles we "play" in our lives;

– To teach us our professional roles that we take in our lives;

– Through socialization, an individual learns and usually accepts the norms of our culture.

Socialization refers to the general process of acquiring culture and accepting the norms of a given society. The ideas of appropriate/expected behaviour that most members of society maintain are known as norms. The cultural norm is an established standard for what the group expects in terms of thinking and behaviour. These expectations and desired behaviours often vary from one culture to another. They also manifest themselves in various forms such as values, folk habits, customs, traditions, morals, language and more. Anything contrary to morality, such as murder and robbery, is punished. This helps members of society learn and obey the law. The socialization of an individual is a process through which the roles of an individual in society, the values and norms he or she recognizes and observes, are included and shape the person himself. In the form of 'normative orientation', the social part in the individual structures the social actions of individuals, which in turn support the social structures and the functioning of the social system. In this sense, it must be said that individual groups form certain norms that participate in the process of socialization.

The socialization of an individual, however, raises the question of how the surrounding people participate in this process. Whether this process is inherent in small or large groups? How one gets used to social actions? How socialization of an individual as an integrative process helps the person become part of a society structure? The concept of norm, normativity is inseparable from the social aspects of personality. Throughout his life, a person strives to accept or discard certain norms imposed on him by his family, society, religion, etc. Thus, the norm is an essence, an integral part of social life, above social relations, organically intertwined in the activities of people and expressing the most typical and sustainable connections and relationships. The social norm is as a universal property of social existence, expressed in a prescription, an established order, a model rule, etc.

This is where the importance of the second question we have to answer manifests itself, namely 'What is the role of education in the process of socialization of an individual'.

Education is a social and historical category. Being an indispensable resource for all societies, it deserves particular attention. The claim that education is an action, process and result points to the complexity of this issue. Education enriches knowledge, skills, art and understanding, attempts to promote the desired transformation to a better society. The concept of education changes in many ways due to various reasons and the historical transformation of the society leads to change in basic social paradigms.

As a social phenomenon, education is above all an objective social value. The moral, intellectual, scientific and technological, spiritual, cultural and economic potential of any society depends directly on the level of education. Education, being of social and historical nature is determined by the historical type of society that performs this social function. It reflects the objectives of social development, the level of economy and culture in society, the nature of its political and ideological attitudes, and teachers and students are subjects of public relations. Through education, society ensures its own development (OSCE Office for Democratic Institutions and Human Rights, 2021b).

Personality formation depends on the socialization and education as a social phenomenon and is above all an objective social value. It reflects the objectives of social development, the level of economy and culture in society, the nature of its political and ideological attitudes, personal and interpersonal relationships. Education, in contrast to socialization, which is a spontaneous interaction between an individual and environment, is perceived as consciously controlled process, regardless of whether the education is secular or not.

The role of education in socialization of each member of the community, regardless of where, by whom and under what conditions he or she was raised, is to create conditions for overcoming differences, for integration and, if necessary, adaptation. Education supports the socialization of an individual by providing the necessary foundation of knowledge that enable communication, interpersonal relationships and in general – understanding, acceptance and communication in the surrounding environment. Socialization is the basic means by which children from an early age begin to acquire the skills needed to present themselves as a fully functioning member of their society. It is believed that those are the most influential educational processes that the person can experience. Education as a social phenomenon is a relatively independent system whose task is to teach members of society aimed at mastering certain knowledge (mainly scientific), ideological and moral values, abilities, skills, norms of behaviour, the content of which is determined by the social, economic and political structure of this society and the level of its material and technological development. On the one hand, education may provide more employment opportunities and consequently better social status of a person. On the other hand, social inequality, insufficient or lack of financial resources for proper education limit one`s socialization.

When studying and presenting the role of education in socialization of an individual, we can distinguish two approaches:

‒ Sociological approach – from the point of view of the society;

‒ Psychological approach – from the point of view of an individual.

In the first case, the systems of society that affect their members are the means of socialization. Therefore, the sociological approach uses the influence of society on the individual as a means of influence. The psychological approach of socialization shows how the transition from the social to the internal structures of the individual takes place.

When we study the issue of socialization, it is good to consider the process of personality formation in accordance with the influence of individual characteristics and the surrounding reality (Davis, 2021c).

Different changes in society can influence a person both in a positive or negative way. Since one cannot be prepared for various changes that he or she has to face, they should be able to find their way in the system of numerous expectations.

The stronger the assimilation of social values, experience and relationships, the richer the individual life of a person is. In order to present the peculiarities of socialization at each age stage, it is necessary to determine the influence of the individual on society and the influence of society on the individual.

In the practice of educational institutions, socialization is always relative. The reasons for this relativity are as follows:

‒ Individual peculiarities not only of every learner (pupil, student), but also of a group of learners that have similar features;

‒ Personality traits that are important from the point of view of teaching;

‒ Personality traits that are important for the particular learner.

In this process of interaction between socialization and individualization, education plays a distinctive and essential role.

In his memoires "The World of Yesterday" Stefan Zweig reveals social relations, or rather the lack of such, in academic education in the late 19th and early 20th century: "It was completely normal for me to go to high school after primary school. For every wealthy family it was important for their social status to have 'educated' sons: parents taught their children French and English, introduced them to music, hired governesses and then private teachers, who were supposed to teach them good manners. However, only the so-called 'academic education' that one could get in the university, could make a young person complete in those times of 'enlightened' liberalism; therefore, every good family had an ambition for at least one of their sons to earn a PhD degree. And this road to university was rather long and challenging".

Generally, he described education in rather negative light: "School was a "must" for us, desolation, boredom, a place where we had to acquire "knowledge about something that did not deserve attention", divided into precisely measured portions, scholastic or scholastically taught subjects; we could see that they had nothing to do with the reality and our personal interests. This was a doctrine imposed on us by the old pedagogy - insensitive, meaningless, a doctrine not for life, but for itself. And the only truly happy moment I had in school was the day I closed its doors behind me forever" (Zweig, 2021d).

In contemporary society, educational institutions – schools, universities, institutes and academies – are the key "figures" in socialization of an individual. After leaving their family homes, children enter school environment that shapes their way of communicating with other people. The school and later on the higher education institution socialize a person, gives him an opportunity to present his qualities, potential and possibilities, instincts. The school helps and motivates children to develop their personalities and teachers are role models for them. Every small action, every move or a word of a teacher is imprinted in children`s minds. Apart from the teacher, children are influenced by other classmates and groups. These partners or groups are of major importance in determining the children`s roles in society later in life. During education, personalities of growing children develop under the influence of other personalities they interact with. Cultural programmes in school also help pupils improve their attitudes. The school is expected to transfer knowledge and skills to its learners so that they can cope with challenges life has prepared for them (TUMBAACH, 2021a).

Our perception of the world in which we grow and develop is influenced by the following information flows:

‒ The surrounding social environment;

‒ Knowledge, norms and requirements acquired in the process of training and education.

Information, which the society consciously and systematically directs to a person, cannot create beliefs and a personal worldview. Human consciousness is formed only by combining the acquired knowledge with observations and experience of interpersonal relationships. This process is an important and needed condition for transforming knowledge into beliefs and behavioural patterns. It is noteworthy, that the process of creating beliefs is inextricably connected with all actions of a person and the fact that this process is not purely intellectual, does not in any way diminish the importance and role of education (The role of education in the socialization of an individual, 2021e).

Assoc. prof. Venka Kuteva distinguishes four basic functions of educational system: reproductive, cognitive, cultural and shaping.

Reproductive. Traditionally, educational systems transfer valuable information in the form of knowledge from the past. Educational systems reproduce the existing hierarchies in the society. There are different levels of education that bear the names reflecting hierarchy – primary, secondary and higher (Kuteva Tsvetkova, 2000) Cognitive function characterizes the role of education in transferring knowledge and developing the cognitive abilities of adolescents, building self-awareness and self-determination as individuals. We should not neglect the cultural function of the educational system. We can analyse it both in terms of an individual and in terms of culture as a whole. In terms of an individual, it manifests itself in the influence of education on the person`s lifestyle – how this person organizes his leisure time, how much time and attention he devotes to his personal cultural development. The fact is that the cultural needs and interests of people in the contemporary society are becoming more differentiated and diverse, which brings new and higher requirements for education.

Nowadays, education is an indisputable factor in the development of personality, including in his or her socialization. Lora Rashkova points out the following main distinctive and obligatory characteristics in the role of education in socialization of an individual:

- Physical and spiritual growth, development and personal self-development related to acquiring socially important experience in the form of knowledge, skills and emotional attitude towards the world;

 - Purposeful education and training in the interest of a person, society and the state, accompanied by approval of achievements (educational qualifications);

- Is determined by the requirements of production, the state of science, technology, culture and public relations; social institute that contributes to the preparation and inclusion of an individual in various spheres of society, his integration into the culture of this society.

The author concludes that "Education must be adapted to the needs of the growing person and take into account the achievements of science" (Rashkova, 2017).

Today the terms education, upbringing and socialization are widely used in pedagogy, sociology, psychology and other sciences. It is obvious that quality education contributes to the process of successful inclusion of young people in society. And if socialization considers the relationship in the context of "man - society", then education is related to the relationship "man - man".

In the context of socialization, education takes into account social needs of society and aims to introduce its new members – those who are to be educated – to social traditions, norms, customs, etc. In other words, when a society strives to have strong social organization and does not allow its members neglect their social traditions, it largely emphasizes the social goal of education. Both socialization and education involve learning, but there is one very important difference. Socialization is something that takes place in our everyday lives, it cannot be planned, it helps us understand our identities, the reality and find the ways to get along with others. Education, unlike socialization, is planned, it usually involves a formal organization responsible for providing and monitoring learning process and focuses on limited skills and knowledge. In other words, socialization is an action through which with the help of interaction, a person becomes a member of society. It is a learning process that aims to prepare people for the set of roles they will interpret in the future.

Sciences such as pedagogy, psychology and sociology contain numerous interpretations and studies of the relationship and mutual influence of the socialization on society and the individualization of a person. However, the most promising and effective is the study of the development of an individual in combination with the mutual influence of individual characteristic features of man and the social environment. As a result, the maximum individualization of knowledge is determined. The role of education in human socialization is determined by the individual's awareness of the world around him, is created under the influence of the surrounding social conditions and finally yet importantly – it is determined by the result of acquired knowledge and norms. The priority is also determined by the fact that the concept of education is universal:

for example, there are large-scale international projects to create a single educational space, such as the European programme TEMPUS.

3. CONCLUSION

Socialization and education are directly related to the overall development of an individual. These processes prepare an individual and ensure their inclusion in various social spheres and cultural integration. In order to have a positive impact, education should be consistent with the development processes, individual peculiarities and age, specificity of macro and microenvironment. Education in the global world should be fundamental, adapted to the needs of the developing human being and, last but not least, take into account the modern achievements of science and technology.

The importance of education in socialization is beyond doubt. It is more important to give a person the right to choose and find that individual path that is suitable specifically for this child, incl. those with special educational needs, parent, group of children, class, school, city, state, etc. Only in this way can education fulfil its leading role and mission in the process of socialization and realization of each person, which adds value to education as a social phenomenon.

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