

SOCIALIZATION OF THE PERSONALITY IN THE PROCESS OF EDUCATION AND REALIZATION OF THE INDIVIDUAL

Venelin Terziev¹, Silva Vasileva² and Olga Andreeva³

¹Professor, Eng., D.Sc. (National Security), D.Sc. (Economics), D.Sc. (Social Activities), Ph.D. Scientific Journal Society and Health, Bulgaria, vkterziev@gmail.com

²Yordan Yovkov High School, Rousse, Bulgaria, silvastvasileva@gmail.com

³Associate Professor, Ph.D., Rostov State University of Economics, Rostov-on-Don, Russia, olvandr@ya.ru

Abstract

Socialising and education are processes related to overall personal development. Through them, the individual is prepared to contribute to different aspects of society, assimilating into any societal culture. The role education plays as a social and societal activity aiming to prepare those growing up to take the rightful place as full-fledged members of society is looked at in detail. The review is on education approaches which encourage learners to realise their individual potential with qualities and opportunities. An accent is placed on contemporary trends allowing learners to gain knowledge aiding critical thinking and necessary for future employment.

Keywords: education, socialisation, character development, individual, society, generation boomerang, information access, fake news, employment, teaching.

1. INTRODUCTION

Education as a social and cultural phenomenon and a pedagogical process is a fundamental component of the socialization of the individual; a social activity consisting in the transmission by specially trained persons and the assimilation by adolescents of the accumulated social experience and knowledge and the transformation of this experience into the social capital of the individual. Learning as a social phenomenon originated in the earliest stages of human society. The preparation of the adolescent generation for life through the transmission by adults of accumulated experience is an important prerequisite for the existence and development of society. In the course of historical development, the transmission of social experience was transformed from a spontaneous process into a separate, specific type of social activity. Consequently, the school emerged as a special social institute for organizing and conducting the education of adolescents.

2. SOCIALIZATION OF THE PERSONALITY IN THE PROCESS OF EDUCATION AND REALIZATION OF THE INDIVIDUAL

Education as public and social activity is aimed at passing on experience, knowledge and cultural, ethnic and moral values from the elderly to the upcoming generations. It needs to be orientated towards both the requirements of society and the interests of individuals. It is necessary to take into account both the contemporary needs of society, as well as the trends and prospects for its development, and thus help

preserve the established way of life, but also support and favor its further development and improvement. As an irreplaceable resource for the society, education deserves our attention. While learning is a continuous process carried out consciously throughout life, education is a time-framed process of enriching the next generation with knowledge, skills, art and understanding; it aims to encourage individuals to do better and transformation society for the better.

The ability to succeed depends on one's ability to adapt to new conditions. As people cannot be prepared in advance for the various changes they will face in life, people must be able to navigate through the process of assimilating the sum of various expectations. The more firmly social values, experience and connections are assimilated, the more prepared they become for the challenges of the world and professional realization. In order to present the features of socialization at each stage of a person's life, it is necessary to look at this question from two sides. On the one hand, to determine the influence of the personality on society, and on the other hand, the impact society on the personality development. (The role of education in the process of human socialization, 2014). There are two approaches when considering the role of education in the process of socialization:

- Sociological approach, which presents the point of view of society. In this case, the influence of society on the individual is used as a means of influence;
- Psychological approach, where education is observed from the perspective of the individual. The psychological approach shows how the transition takes place within the individual.

Studying the problem of socialization, personality development can be considered in relation to the influence of the individual characteristics of the person and their surrounding environment.

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.

The concept of education evolves due to various reasons. The evolution of society leads to a change in the main social paradigms. One of the primary goals of education around the world is to prepare students to lead successful, fulfilling lives. In today's world, this means providing them with an adequate educational environment, quality educational services, appropriate educational experiences that nurture and encourage their aspirations, problem-solving abilities and higher-order thinking skills, including critical thinking and creativity. The best solutions involve the engagement of the whole paradigm of participants in the process, namely: teachers, students, schools and entire communities. Educators, student communities and the individual student are at the centre of this. Depending on the roles they play in a specific situation, they can be objects or subjects of the activity.

In the developed democracies, commitment to a comprehensive system of public education goes hand in hand with the growth and prosperity of the particular country or community. Since the mid-19th century, mass public education has provided a foundation for millions of people to improve the quality of life for themselves and their families, and to become proactive citizens. In the developed world we live in today, we take for granted that children start school around the age of five and go through about 11 years of compulsory schooling.

The main goal of education, as we have already outlined, is to prepare students for adulthood, which inevitably involves synchronizing the processes and changes that take place in society with those that take place in education. This, in turn, is a prerequisite for expanding the scope of contacts and interactions that educational institutions, especially those in the field of secondary education, have with organizations from the public, private and non-governmental sectors.

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).

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.

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.

Traditionally, students may be told to look in an encyclopaedia when they need information, and they can rely on what they find true. And they will do so with ease - access to information is increasingly easy. But the question arises - what information exactly do they have access to? Andreas Schleicher, director of the Directorate for Education and Skills and special adviser on education policy to the Organisation for Economic Co-operation and Development secretary-general argues that students today must also acquire the critical skills to "sift" true from false information. Consider the time amid the advent and free access to resources on the Internet. The more knowledge we can access on the web, the more important the ability make sense of the information available becomes. This includes interpreting the often contradictory data that appears and resides on the web, assessing the value of available information, and translating it into knowledge, a skill of critical importance in the age of global society and global access to information on the web (Schleicher, 2023a).

And while the 21st century is a time of change that no one would have predicted even 20 years ago, the classroom and curriculum in mainstream education are still catching up. Methodologies developed for a time when routine jobs were predominantly in demand continue to dominate, partly adapted to modern requirements for creating individuals ready to succeed in the job market as well. As Sir Ken Robinson, an international adviser on arts education, says: "If you design a system to do something specific, don't be surprised if it does. If you run an education system based on standardization and conformity that stifles individuality, imagination, and creativity, don't be surprised if that's what it does" (Education for Our Times, 2023). This necessitates the requirement for educational institutions to follow the rhythm of the times, preserving this individuality and at the same time using the tools of education to help shape the emerging person, ready once out of the protected school environment to face the challenges of life by asserting themselves and the values they have been taught in school.

Committed to the race to produce students with excellent test scores and espousing the belief that scores on a limited number of subjects on standardized tests accurately represent the quality of education a school provides, teacher performance and student's ability to succeed in the future diminishes the opportunity for learners to reach their potential as individuals with qualities and capabilities. The effect of this type of learning is felt most strongly in the later stage of pupils' and students' education, namely the labor market,

where there is an increasingly marked decline in demand for routine cognitive skills, while demand for non-repetitive analytical skills and non-routine interactive skills, such as coding and problem-solving, is increasing. One result is the so-called 'boomerang generation' - a growing number of young people who end up living with their parents after college, most often because of a mismatch of their education with available jobs, compounded by the huge burden of student debt and unaffordable rents (Young Adults Living With Parents in the UK, 2011, 2012).

The reasons for the widening gap between education and subsequent personal fulfillment are many and complex. Each country or community develops its analyses and takes measures to address them. But education, as a common process for any society, is the system that can take preventive measures to bridge this gap. Despite the many analyses and surveys, no one is committed to saying exactly what jobs will look like in the future. But all analysts are clear in their conclusions that:

- even those skills that are in high demand today, such as programming and data analysis, are poised to be taken over by next-generation machines;
- over the next 20 years, between 30% and 50% of all today's jobs are predicted to be replaced by technology;
- growing demand for professionals for jobs that encourage and need creativity, relationship management, and emotional intelligence. These are the difficult tasks that artificial intelligence will not be able to replicate - at least not shortly.

According to Indian scientist Namita Patti, the three major shortcomings of the current education system worldwide can be described as follows:

- Current education does not generate or strengthen the kind of knowledge that is relevant to our changed society;
- The technology associated with a particular body of knowledge is inappropriate for our stage of development in terms of its employment potential or investment requirements;
- Education has failed to provide a valuable framework that can prepare committed policymakers, bureaucrats, technocrats, and professionals that our nation can rely on for a sophisticated support service system that will be useful in taking the country to the highest level. (Patil, 2012).

These very conclusions necessitate the recommendation to modern education, namely - to direct its energy and efforts towards forming individuals, not "factory numbers"; to build personalities, not bolts. This also raises several important questions, such as:

2.1. How do we educate in the new times?

Educational institutions create conditions for the realization and development of the personality as an individual subject of social education. Providing favourable conditions creates the opportunity for the active manifestation of the personality as a subject of social education. The very nature of the manifestations also depends on the attitude of the individual towards the world and towards himself developed in the educational process. It must be able not only to do but also to create jobs and find solutions to new challenges. This requires an approach that reaches all children where they are and encourages the development of each child's unique strengths and potential. School curricula should promote entrepreneurship, global awareness, and a humanistic outlook that includes an appreciation of different environments, situations, and perspectives. Andreas Schleicher stresses that "The global economy no longer pays you for what you know, but for what you can do with what you know. ... this challenges not only the content of what we teach but also how we teach." In his paper, "The Case for 21st-century Learning," he addresses some of the most important questions facing education as an element of socialization: "How do we foster motivated, dedicated learners and prepare them to overcome the unforeseen challenges of tomorrow? The dilemma for educators is that routine cognitive skills, the skills that are easiest to teach and easiest to test, are also the skills that are easiest to digitize, automate, or outsource. There is no doubt that cutting-edge skills in certain disciplines will always remain important. Educational success, however, is no longer about reproducing content knowledge, but extrapolating from what we know and applying that knowledge to new situations" (Schleicher, 2023a). Education today is much more than a way of thinking that involves creative and critical approaches to problem-solving and decision-making. It is about a way of working, including communication and collaboration, and the necessary tools, such as the ability to recognize and exploit the potential of new technologies or even to prevent their risks. Last but not least, education is about the ability to live in a multifaceted world as an active and engaged citizen. These citizens influence what they want to learn and how they want to learn it, and this is what shapes the contemporary role of educators.

In today's world, students need to understand subjects at a deep enough level to be able to work with them: to know the basics of math, chemistry, biology, and history and be able to apply them to solve real-world problems. Rather than teaching and testing mathematical procedures that often seem to have no practical application, teachers should present problems that will allow students to learn to use these basic skills, think mathematically, and apply this knowledge - an ability called quantitative or numeracy literacy.

Young people need to be able to think critically to connect ideas and sources across disciplines. Most subjects are still taught in isolated units, but a broader approach is needed to equip people en masse with the skills to think creatively and critically beyond the boundaries of a single discipline. The traditional model of teaching tends to rely on "right answers" that teachers know and students learn. What is needed is a more balanced approach that encourages students to take responsibility for their learning by asking their questions and generating creative solutions. The world needs people who can work together to solve problems, and that requires open-ended, collaborative classroom projects that require knowledge from multiple subjectivities and questions with no right answers.

2.2. The Emotional Side of Learning

To better meet the needs of society, the primary goal of education should be to nurture curiosity and build flexible, creative, and critical thinking skills that apply lifelong learning consciously.

Socialization is the process of an individual acquiring patterns of behavior, psychological attitudes, social norms, and values, knowledge, and skills that enable him or her to function successfully in society. Every normal person understands that life itself is an endless source of socialization and a learning process to tackle nontraditional problems with no single right answer.

Yet – it is in the learning environment where adolescents need to develop their social-emotional competencies, i.e. attitudes, beliefs, skills, and behavioral patterns that help them make the right decisions. Psychologist Valeria Simeonova argues that when working on their students' social-emotional learning, teachers should include in their classes "activities that develop their skills to:

- manage their emotions;
- create and maintain relationships with both their peers and the adults around them
- resolve interpersonal problems;
- make effective decisions that are consistent with ethical and moral principles (Simeonova, 2023b).

In this changing environment, the role of teachers is becoming increasingly important. We all learn best from people we like or admire, and from people who believe in us. The most successful teachers show their students that they matter. They have high expectations, build relationships, and are present to provide personal feedback and guidance. Children need to be valued individually and as a group and need a safe space where they can think independently and learn how to learn without being afraid to ask questions or make mistakes. The successful, good teacher, the one who will best prepare their students for life beyond the classroom, does not teach their subject outside the big picture of knowledge. Although a specialist in his field, it is his task to show that there are no "necessary" and "unnecessary" subjects and that all knowledge is valuable, only that it must be taught so that it can be mastered by the students. If for a long time, the sciences were neglected, we are now "reaping" the results. At present, interest in science and science education is booming. But that doesn't mean we should leave the others in the dust. Because alongside science and technology, good language skills are just as important - today, speaking just one foreign language is no longer enough to be successful. Good language skills, the ability to express and present oneself, and knowledge of culture and art - these are all skills that are necessary, complementary and personality-developing.

Teachers need to emphasize the transmission of values and encourage students to develop their social-emotional intelligence. This, in turn, necessitates a change in traditionally designed classrooms and transforming them from classrooms into spaces for learning and sharing. This, figuratively speaking, provides an opportunity for accumulated experience.

Current trends in education are a combination of traditional knowledge and modern, innovative techniques. That is why modern technology is such an important tool for education, enabling teachers to respond to the natural curiosity of every child and their desire to learn more about themselves and the world around them. The generation for whom smart technologies are an everyday reality must learn how to take advantage of their possibilities. The latest research claims that today's first graders will work jobs that have not yet been invented. It is therefore important not only to respond to children's interests but to give them that foundation that will prepare them for their future lives when the knowledge gained at school should help to ensure a good quality of life. In this connection, all educational specialists must seek methods, forms, and means of

work adequate to current trends "move" freely and reach each of the learners.

Technology is that intersection where the possibilities of modernity and the interests of the new generation of students come together. They are the tools that help to increase the efficiency and quality of the educational process by harnessing students' natural interest in technology. Technology enables the teacher to stimulate student performance and encourage interaction in the classroom. In her dissertation, Dilyana Andonova says that "The appropriateness of using ICT in the educational process is also dictated by the fact that the digital generation of students does not actively participate in the process of mastering knowledge, forming skills and competencies if it does not correspond to modern achievements in the field of digital technologies" (Andonova, 2021).

3. CONCLUSION

Today, humanity is passing through a period in which the nature of today's materialistic world, parallel to the spiritual nature of man, is difficult to develop without conflict. In this period, the responsibility of education in forming the basis of the perception of what it means to be human and how the individual fits in and into society assumes greater importance.

The importance of education in the socialization process is beyond question. It is more important to give the individual the right to choose and find that individual path that is appropriate for that particular child, including those with special educational needs, parent, group of children, class, school, city, state, inclusive. Only in this way can education fulfill its leading role and mission in the process of socialization and fulfillment of each person, which gives additional value to education as a social phenomenon (Terziev and Vasileva, 2022).

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