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THE ORIGIN OF SOCIALIZATION PROBLEM IN THE HISTORY OF HUMANITY

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Abstract: In the article the origin of socialization problem is exposed. It describes the influence of different factors on socialization of a person. The article also highlights the main spheres and forms of socialization, which can occur both through human interaction with the outside world under the spontaneous influence of various, circumstances of life, and the process of purposeful formation in accordance with the accepted ideal, carried out in the family and specially created educational institutions forms.

Keywords: socialization, social experience, human society, personality, education, pedagogical science, socializing environment, human interaction.

The problem of personality socialization is one of the main ones in the educational sphere of any social community, since there is a need for a child to naturally enter the boundless, unpredictable world of human society.

The disclosure of the essence of socialization process and development of the younger generation is associated with a serious analysis of the social nature of a person as a carrier of sociality, a set of generalized social experience of previous generations.

In psychological and pedagogical science, a large number of works have been devoted to determining the essence of the process of socialization (B.G.Ananyev, G.M.Andreeva, I.S.Kon, A.V.Mudrik, V.A.Karakovsky, N.A.Kargapoltseva, etc.).

Pedagogical science considers the socialization of a person at all age stages. Firstly, the essence of socialization is investigated in relation to its controlled part - education; trends and prospects. Secondly, society is studied as a socializing environment, revealing educational opportunities for strengthening positive influence on a person. Socialization is interpreted as:

- the process of assimilation by a human individual of a certain system of knowledge, norms and values that allow him to function as a full member of society [1, 1261].

- the process of assimilation and reproduction by a person of cultural and historical experience (knowledge, skills, norms, values, behavioral styles, etc.) of the society to which he belongs [2,317].

- the process and result of the dialectical interaction of the individual and society, the "introduction" of the individual into social structures through socially necessary qualities [3, 147-151].

- the process of mastering roles and expected behavior in relationships with family and society and developing satisfactory relationships with other people [4, 314].

- the activity of "new members determined by the existing structures of life, aimed at their entry into the existing world or its sector" [5, 130].

Thus, the concept of "socialization" includes a certain dimension – "personality" and "social environment" (collective, society, other people).

The essence of this process is determined from what, according to the authors, is behind these relations. Socialization involves the establishment of personal contacts with a society that has specific forms and modifications. At the same time, the specifics of this society affect the personality, reflected in it, refracted through its features.

Extremely important for building the logic of the pedagogical process is the identification of two forms of socialization, which can occur both through human interaction with the outside world under the spontaneous influence of various, sometimes multidirectional circumstances of life, and the process of purposeful formation in accordance with the accepted ideal, carried out in the family and specially created educational institutions [6,15-16; 1,1261].

The main spheres of socialization are distinguished, which give the name to the types: behavioral, emotional-sensual, cognitive, existential, moral, interpersonal [7,199], gender role, professional, family, political.

It is when interacting with other people that an individual forms his own beliefs, moral principles, habits – everything that creates a unique personality. Thus, socialization has two functions: the transfer of culture from one generation to another and the development of the Ego.

The problem of socialization of the individual is directly related to the problem of education, which is understood as the introduction of each subsequent generation to the vital realities of the surrounding reality, to the foundations of culture and civilization. Modern science offers several concepts of the origin of education as a social phenomenon. Evolutionary-biological theory and psychological theory are considered traditional. Representatives of the evolutionary biological theory compare educational activity with the activity of primitive man, for whom caring for offspring was a characteristic phenomenon.

Psychological theory sees the origin of the phenomenon of education in the imitative instinct of children to adults. Despite the differences, it is characteristic that representatives of both theories justifiably consider primitive upbringing to be a gradual adaptation of children to the existing order of things. It is obvious that the rudiments of the process of socialization are already quite perceptibly manifested in the primitive communal system of education. The surrounding world was presented to primitive man as something alive, endowed with a special consciousness.

Pedagogical thought was reduced only to practical education and manifested itself in traditions and folklore. The process of socialization of the individual was a transfer of social experience and was mainly unsystematic, spontaneous. The upbringing of the younger generation was part of the daily struggle for survival. An essential prerequisite for the development of education as a process of socialization of personality was the evolution of material ties between people of the primitive era. The need to maintain, improve and strengthen such connections by transferring experience from person to person, from generation to generation, prompted the development of education as a socially significant activity. Education arose from people's need for communication and turned out to be closely related to the evolution of forms of primitive labor. The need for the transfer of relevant experience increased.

The process of socialization received a new development when the group collective principle in education became a specific feature of humanity. The process of socialization provided for the same preparation of all children for everyday life. The only and almost absolute guidelines for the differentiation of upbringing turned out to be the gender and age of children. Education as a form of socialization of the younger generation stemmed from a communal lifestyle, supporting a similar way of existence.

The problem of comprehensive harmonious development of personality, being the fundamental goal of education and upbringing, is constantly changing in accordance with the historically and socially changing system of views.

Thus, the process of socialization has a pronounced historical character, showing specific features in a certain socio-historical community, and is understood as a process of translation and dissemination of culture, the transfer of cultural heritage from one generation to another. The fundamental nature of this process in the normal functioning and development of human society, on the one hand, and its extraordinary complexity for the individual, duration, on the other, already at the early stages of the development of society led to the formation of a special social - socio-cultural institute of education, which is designed to solve the problems of socialization of the younger generation at all stages of the development of human society.

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