

Study of Problems of Individual's Social Education

Abay K. Duisenbayev^a, Mira R. Baltymova^b, Aktoty T. Akzholova^c,
Gabit B. Bazargaliyev^d and Arman Zh. Zhumagazyev^d

^aKazakh-Russian International University, Aktobe, KAZAKHSTAN;

^bK. Zhubanov Aktobe Regional State University, Aktobe, KAZAKHSTAN;

^cAbai Kazakh National Pedagogical University; Almaty, KAZAKHSTAN;

^dKh. Dosmukhamedov Atyrau State University, Atyrau, KAZAKHSTAN.

ABSTRACT

The importance of the study of social education of the individual as an integral process covering all stages of human development, supported by factors of modern development of children, adolescents, youth in the conditions of reforming education. Currently, the scientific literature has accumulated a sufficient fund of theoretical knowledge, describing the essence of the process of socialization. However, analysis of numerous concepts of socialization shows that there is no single overarching theory of socialization. The greatest effect on the social personality formation provides an educational institution, the teaching staff opinion and the coeval's influence. This underlines the particular social formation, and its distinction from the other educational concepts. Social Education provides a comprehensive personal development in a multicultural world condition.

KEYWORDS

Socialization of human, social education, identity formation, social institution, aspects of socialization

ARTICLE HISTORY

Received 09 February 2016

Revised 21 May 2016

Accepted 12 June 2016

Introduction

Socialization is the process of entry into the human community, his familiarity with the gradually expanding range of different communities, developing human relationships to new communities, the adoption of certain plants characteristic of the community, a person acquiring its role in the community and in society at large (Khuziakhmetov & Nasibullov, 2016).

Of the variety of approaches, trends and scientific schools can identify a number of fundamental concepts of socialization: the theory of social functioning (Durkheim, 2014); the theory of internalization and identification (Freud, 2010); social learning theory (Bekker et al., 1996); structural and functional analysis

CORRESPONDENCE Mira R. Baltymova ✉ mbr76@mail.ru

© 2016 Duisenbayev et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



(Parsons, 2013), humanistic psychology (Maslow, 2013); social psychology (Plotkin, 2009); social pedagogy (Mudrik, 2010).

Different aspects of socialization focus on the following work:

- The formation of the individual in the framework of educational institutions dedicated to working – Mikerova (2015)
- The institution of family – Morgan (2014)
- Ethnic institution – Carter & Diaz(2015)
- Institute of profession – Parsons (2013)

Modern psycho-pedagogical research, including the phenomenon of socialization in the field of your attention, is isolated as its significant side different manifestations:

- The relationship of natural environmental influences and organized means of education (Durkheim, 2014);
- The influence of factors, institutions and agents of socialization (Mudrik, 2004);
- The development of pupils norms, values, attitudes of society (Erikson, 1968);
- Creative self-realization of the individual in society (Romm, 2007).

Scientists of Kazakhstan have contributed to the development of the theory and practice of socialization of the younger generation. Philosophical analysis of the interaction of the individual and society carried out in the works of V.K. Shabelnikov (2004). Features of the social development of children with disabilities into the psyche developed in J.I. Namazbaeva's (1989) studies.

Pedagogical aspects of socialization are also present in the consideration of such border problems as the role of vocational guidance in the social formation of growing generation (Mardakhaev, 2005), knowledge integration on human and national values in their dialectical unity (Mudrik, 2010), the problem of social formation of teenagers with deviant behavior (Yasnitskaya, 2008).

T.A. Romm (2007), studying social education as a theoretical concept of pedagogy, selects the theoretical image of social education at the present stage, which is a "phenomenon of social education in connection with the solution of problems concerning the evolution of the process of socialization of the means of social and philosophical, sociological, "helping" in the context of the theory social work and pedagogical operationalization by mainstreaming interpretationally-understand reason".

M.M. Plotkin (2009) characterize the essence of social education as the work with the children in a particular social environment. Theoretical education is characterized by the image of the social "as a major priority in education; as the organization of education in the social environment, which is the "field" of the social self-realization, manifestation of his initiative, independence, creativity".

Studies L.V. Mardahaev (2005) are aimed at:

- 1) the disclosure forms of social work carried out by special individuals to change and the formation of the whole person, and the creation of this special arrangement;
- 2) the development of theoretical problems of social education-related difficulties flowing socialization (deviant behavior, re-socialization, etc.);

- 3) social and protective activities of the State (charity, revival of cultural and historical traditions, etc.).

From the standpoint of L.V. Mardahaev (2005), social education is the "directed activities caregiver (parent entity, its substitute, teacher, leader, mentor, etc.) to create special conditions for interaction with the pupil, the impact on his mind and feelings in order to achieve certain social and educational objectives". Mardakhaev emphasizes that the inherently social education is "... purposeful educational activities (targeted education) connected with the life of people in society". It should be considered from the perspective of society (the state); social institutions (family, educational institutions, social institutions, organizations), social factors of the person.

Aim of the Study

The aim of this research is to consider the basic concepts of social education.

Research questions

What is socialization?

What is a social education?

Method

Analysis of the works of philosophers, historians, psychologists, sociologists, teachers on the issues of socialization, formation and development of the individual, the role of activity and communication in the development of personality, official papers and documents. The study and analysis of scientific literature, modeling, thought experiment, observation.

Data, Analysis, and Results

Democratic reforms in the Republic of Kazakhstan have affected all spheres of public life, including the processes of socialization. This is due to the radical changes in the socio-cultural values that have occurred because of the USSR collapse. The Message of the President Nursultan Nazarbayev to people of Kazakhstan "Kazakhstan - 2030" highlights the special role of young people in the practical implementation of the urgent problems of a sovereign state: "Our mentality is formed by several generations of people, brought up in the spirit of communist principles. Some enthusiastically taken advantage of recent changes, but many - not. People are influenced by subjective and objective factors; they slowly get used to the changes taking place. We must patiently transform the mass consciousness, drawing on the younger generation, which is better adapted to the new system of values, has a new vision for the future" (Nazarbayev, 1997).

One of the main theorists of the critical concept of socialization is Carl Rogers (1902-1987). In science he entered as a theorist of "humanistic psychology", as the creator of the original direction in psychotherapy. In his works, he says, socialize - does not mean the child from artificially "build" identity. It really can and should do only the man himself. Carl Rogers argues that the process of socialization of the individual is important in forming the flexibility in the assessment itself, the ability under the pressure of experience reevaluate previously arisen a system of values. "Man for a long time felt in the life of a puppet made from a template by economic forces, the forces of the unconscious, or the environment. But he consistently puts forward a new declaration of independence. He refuses from the



convenience of unfreedom. He chooses himself, trying in the most complex and often tragic world, be yourself - not a doll, not a robot, not a machine, but a unique, individual "I" (Dewey, 1921).

In the view of the supporters of the psychoanalytic concept of fall problems of social identity of the individual. Independent scientific category status concept of "social identity" gave in "Childhood and Society" famous American psychologist Erik Erikson (1902-1994). He argued that social identity - is a special personality structure, which is determined by an individual's perception of himself on somatic, personal and social plans at the same time. Social identity, on the one hand, recognized and experienced man as a need to belong to a particular community of people avoid loneliness, and at the same time, on the other hand, as an individual uniqueness.

In the opinion of E. Erikson (1986), social identity carries the inextricable link man with the surrounding social environment. Becoming a social identity is the most important task of socialization and education, and is the process of "organizing experience of life in the individual 'I'." Therefore, in the opinion of Erikson, psychosocial development of man occurs throughout his life and this is determined by the peculiar and contradictory unity of the social and the personal component of his social identity. Following Freud, Erikson understands the social formation of the person as a step process. He describes "eight ages of man". This is a kind of universal "person plan", which is inherited genetically. Each stage is characterized by a peculiar only to her problem of psychosocial development.

Each age stage in the works of E. Erikson (1986) is a kind of psycho-social crisis: the person makes a choice; there is a change-with social roles and positions, breaking the relationship to others and to itself. In this choice and recognized its self-identity, and in addition, a specific person is always looking for "outputs" of such crises in their own way, which meet his experience of life and adopted to the culture in which he lives. Assuming that the eight stages is a universal feature of human development, Erikson pointed to cultural differences in the methods of solving the problems inherent in each stage.

Social education can be viewed as a process with respect to socio-controlled socialization carried out in a specially created educational organizations that help to develop human capabilities, including its ability, knowledge, behavior, images, values, attitudes, positively valuable to society, in which he lives (Mudrik, 2004).

According to V.R. Yasnitskaya (2008), teacher education is inherently social because it reveals the essence of the ambivalent relationship "education - the society", aimed at increasing human socialization, individual generates positive social experience, including creative.

For socio-pedagogical concept of A.V. Mudrik (2010) and researchers of this area characterized by the following:

- The existence of two approaches to the interpretation of the concept of "socialization" of subject-object and subject-subject, which is constructed on the basis of a particular model of social education;
- The essence of socialization is a combination of tools and human isolation in a particular society;
- Components of the socialization process are: spontaneous, relatively guided with respect to socio-controlled socialization and conscious self-transformation of man;

- Recognition and support of multi-dimensional factors of socialization (mega-, macro-, meso-, microfactors), affecting the social, dissocial, family, religious, correctional education;
- The allocation of funds, mechanisms (psychological, social and educational) socialization;
- Education - the process of discrete (discontinuous), because, as planned, it is carried out in certain groups and organizations that have limited space and time.

A feature of this concept is to allocate relatively socially controllable socialization - education, which is defined as "relatively meaningful and purposeful human cultivation in accordance with the specific objectives of the organization and the groups in which it is carried out".

The social education is directed to the formation of the following values (Mikerova, 2015):

- The civil-humanist position;
- Communication skills;
- Openness in relations with other society members;
- Tolerant attitude towards other people;
- Responsibility for your own actions;
- Self-education and self-discipline.

Upbringing the young generation to these values will enable to form in them the fully developed personalities, with the understanding and awareness of themselves as an integral part of society.

Discussion and Conclusion

The social education affects many aspects in the human person formation, so the concept of accomplishment education mostly meets the modern requirements of the multicultural world. For today, the two basic trends in education are used – a social education and personal-oriented education (Mikerova, 2015). The personality-oriented education forms a closed-type person, the consumer class, and the development of the individual in society is on the sideline. Thus, the personality-oriented education is a one-sided approach in the education of the individual, as opposed to the social education, where takes place a person's comprehensive education.

So, the essence of social education in the context of socio-pedagogical paradigm is:

- 1) work with children in a particular social environment;
- 2) a form of social work;
- 3) the development of certain organizations to carry out certain categories of people.

In his study, we rely on the socio-pedagogical conception of social education Mudrik, which is based on subject-subject approach and treats socialization as "...development and the self-transformation of man in the process of assimilation and reproduction of culture, what happens in the human interaction with the natural, relatively guided and purposefully created by the conditions of life at all age levels" (Mudrik, 2010).



Education is defined by Mudrik as:

- The purposeful creation of conditions for human development;
- With respect to socio-controlled process of human development in the course of his socialization, at the same time providing the society and the state in the process created for this organization;
- "...With respect to meaningful and purposeful nurturing person, more or less consistently promotes human adaptation in the society and creating the conditions for its isolation in accordance with the specific objectives of groups and organizations, in which it is carried out" (Yasnitskaya, 2008).

Social education is the

"...nurturing person in the course of the planned creation of conditions for its relatively positive development of focused, value orientation and personal assistance."

Social education as a special kind of socialization, namely this is the "relatively purposeful and socially controllable socialization takes place under the influence of external forces and conditions (factors), and because the motives and actions of man himself, aimed at self-transformation" (Slastenin, 2002). Mudrik includes mega-, macro-, meso-, micro-factors for external socialization factors.

Implications and Recommendations

In our view, it is micro-factors playing (usually) a leading role in the socialization of the person in the childhood stages, adolescence and early youth. Highlighting the external driving forces of social education of individuals who promote, stimulate or inhibit human social development at the micro level. These include:

- 1) living environment (educational institution as an educational institution);
- 2) the vital activity of the peer group;
- 3) teachers, opinions and activities are relevant to humans. All this leads to the specifics of social education student.

In recent years greatly increased interest in the social education of the individual at the expense of understanding the role and place of various pedagogical phenomena and means of providing a variety of social aspirations of man.

Thus, the social education of the person is carried out in educational institutions, which are composed of primary groups, that is, from the peer group as micro-factors socialization.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Abay K. Duisenbayev holds a Candidate of Pedagogical sciences, Associate Professor of Department of Psychology, Philology and Translation, Kazakh-Russian International University, Aktobe, Kazakhstan;

Mira R. Baltymova holds a Candidate of Philological sciences, Senior Lecturer of Department of Kazakh Literature, K. Zhubanov Aktobe Regional State University, Aktobe, Kazakhstan;

Aktoty T. Akzholova holds a Candidate of Philological sciences, Associate Professor of Department of Pedagogy and Methodology of Primary Education, Abai Kazakh National Pedagogical University; Almaty, Kazakhstan;

Gabit B. Bazargaliyev holds a Candidate of Pedagogical sciences, Associate Professor of Department of Psychology and Philology, Kh. Dosmukhamedov Atyrau State University, Atyrau, Kazakhstan;

Arman Zh. Zhumagazyev holds a Senior Lecturer of Department of Geography, Tourism and Water Resources, Kh. Dosmukhamedov Atyrau State University, Atyrau, Kazakhstan.

References

- Carter, M. & Diaz, J. (2015). Latino/a Student Racial and Ethnic Identity Development. *The Vermont Connection*, T. 26(1), 5.
- Dewey, J. (1921). *An Introduction to the Philosophy of Education*, Moscow: Rabotnikprosvesheniya, 63 p.
- Durkheim, E. (2014). *The Rules of Sociological Method: and Selected Texts on Sociology and its Method*, 272 p. New York: Simon and Schuster.
- Erikson, E.H. (1968). Life Cycle. In *international Encyclopedia of the Social Sciences*, 9, 286-292. New York: Crowel Collier & Macmillan.
- Freud, Z. (2010). *O Psychoanalizie*, 72 p. Singapore: Spectrum Press
- Grilo, C.M., Becker, D.F., Walker, M.L., Edell, W.S., & Mc.Glashan, T.H. (1996). Gender Differences in Personality Disorders in Psychiatrically Hospitalized Young Adults. *The Journal of Nervous and Mental Disease*, 184(12), 754-757.
- Khuziakmetov, A. N., & Nasibullov, R. R. (2016). Dialectics of Correlation of the School Student Personality Socialization and Individualization in Pedagogical Theory and Practice. *IEJME: Mathematics Education*, 11(4), 475-487
- Mardakhaev, L.V. (2005). *Social Pedagogy*, 269 p. Moscow, Gardariki.
- Maslow, A.H. (2013). *Toward a Psychology of Being*, 192 p. New York: Start Publishing LLC.
- Mikerova, G.G. (2015). The Basic Conceptual Postulates of the Personal-Social Approach in Education. *Historical and Socio-Educational Thought*, T. 7(6), 1 p.
- Morgan, D.H.J. (2014). *Social Theory and the Family (RLE Social Theory)*, 296 p. New York: Routledge.
- Mudrik, A.V. (2004). *The Socialization of the Person*, 304 p. Moscow: Academy.
- Mudrik, A.V. (2010). Social Education in the Educational Institutions. *Voprosy Vospitaniya*, 4(5), 38-43.
- Namazbaeva, J.I. (1989). Emotions and Experiences of Mentally Retarded Schoolchildren. Improvement of Correctional Work with Abnormal Children. Almaty: *Kazakh Pedagogical Institute of Abai*, 62-66.
- Nazarbayev, N.A. (1997). Kazakhstan - 2030: The Message of the President of the Republic of Kazakhstan to the People. Kazakhstan: *Kazakhstanskaya Pravda*, 11 October.
- Parsons, T. (2013). *Social System*. New York: Routledge, 408 p.
- Plotkin, M.M. (2009). Social Education in the Context of Social Pedagogy. *Theory, Social Pedagogy in Russia*, 5, 80-90
- Romm, T.A. (2007). *Social Education: Evolution of Theoretical Images*. Monograph. Novosibirsk: Nauka, 380 p.
- Shabel'nikov, V.K. (2004). The Functional Psychology. *Journal of Academic Project*, 592 p.
- Slastenin, V.A. (2002). *Pedagogy: Study Guide for Higher Educational Institution Students*. Slastenin, V.A., Isaev, I.F., Shiyanov, Ye. N., (eds.). Moscow: Academia, 146.
- Yasnitskaya, V.R. (2008). *How to Make a Cool Class? Education of Teenagers*. Moscow: Education, 223 p.