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THE PROCESS OF FORMING THE SOCIAL IDENTITY AND POSITION THROUGH EDUCATION

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Abstract: This paper examines the social identity formation and socialization as a process through theoretical analysis of different scientific concepts in psychological and educational context; the important role of the teacher through the the formation of students' identity, as well as the conditions and prerequisites that the educational environment has to facilitate this process have been highlighted.

Keywords: *Theories of Socialization, Social Identity, Social Position, Educational Process.*

INTRODUCTION

In modern conditions it is impossible to consider the peculiarities of the education and upbringing of the person without taking into consideration the individual socio-cultural peculiarities. Nowadays, particular attention is paid to the individualization of education and upbringing according to the psychophysiological and personality characteristics of the students.

The educational process contributes to the realization of the formation of personality consciousness in the system of socio-cultural interactions in the conditions of the school system.

Social-identity level is not simply represented as a kind of "representativeness" of certain norms, but as a continuous reproduction in practice of a system of values. The activities of the representatives of different social identity profiles are determined by its category. (Mischel, W.A. 1970, p. 195)

Pedagogy as a theoretical, integral and systematic science has undergone a complex historical development. Nowadays, modern pedagogical knowledge is gaining a growing variety of changing meanings, expressed in terminological apparatus and categories with a definite and significant role in explaining the basic and further pedagogical phenomena. Pedagogical theories, formed by pedagogical systems and pedagogical technologies, shape the structure and describe the empiricism of pedagogical knowledge. It is known that every pedagogical theory in its own way and form reproduces pedagogical knowledge in norms, prescriptions, principles, methods, methodologies. This complex of fruitful study requires a single, unifying cycle of general theoretical analysis in order to outline the components of theoretical and applied knowledge. From this point of view, it is acceptable to combine social education and traditional education as two unified perspectives: cognitive and pragmatic.

EXPOSITION

The most of the elements of the education system are equal for all the students: starting going to school at the same age, studying in the same classroom, having the same teachers, studying same material, working with the same didactical materials, using information from the same textbooks. The results obtained from the educational process are not the same for all students. Psychologists and teachers notice and analyze the differences in learning outcomes. Some students' scores are higher than their educational goals at different stages of educational process. Their annual grades in different subjects may vary; their attitudes and interest during education-also differ.

These differences in the level of success of schooling in primary school may be related to the processes of motivation, specific interests and inclinations, but may also be due to the social-

specific educational needs of children. They may be the result of the not so well realized process of socialization in the school environment.

It turns out that some students are more proficient in paying attention through the lesson, better organized in the self-directed lessons, having higher communicational skills with their classmates and teachers, others- less anxious during the lesson and adapting to the school environment faster than the kindergarten.

The concept of "social identity" is considered by the theoretical development of the American philosopher and scientist Judith Butler. The author questions the possibility of homogenizing groups based on gender, criticizing feminism for unifying the desires and aspirations of all women. In gender studies in education, the theory of gender equality as a performative act is often complemented by Judith Halberstam's concept of "feminine masculinity".

In contemporary social psychology, there is no single theory of socialization. There are several theories, each characterized by their strengths and weaknesses. Proponents of the psychoanalytic theory of identification originating from Freud believe that the child unconsciously identifies with the images of a mature human being of his or her own gender. (Фрейд, 3)

In W. Michelle's theory of social typing, the learning process and the positive or negative reaction to the child are crucial - how much boys are encouraged to demonstrate masculine qualities and to what extent they are condemned for feminine behavior. (Mischel, W.A. 1970, p. 3-72)

"Loris Malagutsi sees the child as one and believes that education should offer development to all parts of the whole. At the heart of his philosophy is the idea of the 100 different languages through which children communicate. The child is perceived as fully capable of growing and constructing only his or her knowledge. It has not only the need, but also the right to interact with other children, adults and the environment as its views, ideas and desires are perceived with respect and interest." (Georgieva, G., 2014, p. 135)

L. Kohlberg's cognitive-genetic theory emphasizes the cognitive side of this process, and especially the role of self-consciousness. (Kohlberg, L. 1963, p. 56-93)

S. Thompson identifies three stages in the development of identification: the child realizes that there are different social models; the child is included in one of the social models; based on self-determination, it begins to guide its behavior.

The processes of socialization of primary school children are the subject of research by a number of specialists in the field of psychology and pedagogy. The relationships within the group that students need to make when entering a school environment suggest the formation and realization of complex, conditioned by many interconnection factors. „ For its effective and adequate function is necessary an active, complex interaction between them and the society non-government organizations, the government and the components of the educational system."(Stoyanova, D., 2012).

"Among the most important factors for achieving the socialization of the child are family, friends, peers, and teachers. We need to pay special attention to children from vulnerable groups. They need encouragement and support. It is extremely important to show concern for this category, to treat them with respect, to know their culture and to accept them as they are." (Doncheva, J., N. Krasteva. 2019)

Based on the personality of each individual, assumptions can be made regarding presumption of group behavior. According to Wilder, the based attitude of each individual towards a particular group is due to the natural processes of categorization.

The physiological status and social significance of identity suggest that categorization into one group or another starts from early childhood.

The socialization as a process is guided by the processes of interiorization the external information that comes to the individual and the individual position and own ideas about the social identity of the group.

The socialization of individuals contains processes that characterize the complex relationships that might arise in a group:

- Identity - implies identification of a person with a particular society and assimilation of its rules and norms;

- Implies a violation of human rights, as well as depriving the individual of the opportunity to satisfy their need

- Ideology - perceptions in society about the qualities which are preferred;

- Segregation - predominantly communicating with others and limiting contacts with individuals from the "opposite" side;

- Situation - characterizes the environment in which the individual is present, in view of the signs of his gender;

- Typical behavior - characterizes the actions and gestures inherent in the current society;

- Atypical behavior - characterizes the actions and gestures inherent in the opposite society;

The terminological apparatus categorizing possible manifestations of personality in the processes of socialization is wide-ranging and can be extended by inequality, stereotypes, style, divergence or convergence, and adequately corresponds with the complex and interpersonal group.

By examining the social identity of the individual, Brever concludes that one is capable of having two opposite needs - to confirm one's affinity with other people and, at the same time, to try to maintain one's own identity.

Separating other people into "our own" or "not", confirms our actions and gives us a sense of belonging to one group or another. According to Brewer's theory, one treats one's own group much more favorably than one's own, and this is what gives one the opportunity to increase one's self-esteem. (Берн, Ш. 2002, p. 225)

The sociocultural analogue of individual dimorphism is the differentiation of social roles, which in a sense is universal for all cultures, but its specific content is different for all societies. Hence the difficulty in categorizing the social identity is determinated by the absence of specific methodology that facilitates processes related to socialization. Social roles include a wide range of issues - the degree of polarization of the identity roles in their various social options - work, family, ritual activities.

E. Maccoby and K. Jacklin, focus on three options for realizing socialization (Kohlberg, L. 1963):

1. Parents interact in such a way that they convey to their children the commonly held public perceptions of children, which are encouraged in vigor and competitiveness, and in obedience and reconciliation. Behaviors that do not conform to parental gender representations are usually accompanied by sanctions.

2. Because of their differences, the children stimulate their parents differently and thus receive a different attitude towards themselves. It can be assumed that children "shape" their parents much more than they raise them.

3. Parents communicate with their children based on their own ideas about social roles. The parental attitude to the child depends on whether he or she is of the same gender as the parent.

Igor Kon (Кон, И.С. 1988) notes that the child is not a passive object in the socialization. Based on the diversity in the actions of their educators, peers and their own personal experience, children choose or build from all the models they offer.

Pedagogical issues have opportunities to enrich the terminology apparatus in the field of competent approach to the implementation of educational process. The key competences of the teacher / socio-psychological, general-pedagogical, communicative, related to professional self-realization, value-meaning, information-research /, include in themselves the knowledge about socio-cultural differences. There should be paid attention on a number of complex pedagogical, cultural and social transformations of contemporary society as a prevention of social violence and victimization. (Vasileva, V., 2013). „The education system should focus not only on education and training, but also in three other important areas: 1. Working together with ethnic parents, because the success of their children depends on their attitude to school life and their cooperation. 2. Intercultural training and change in the attitudes of teachers, whose sometimes negative attitude

towards other ethnic groups hinders their inclusion. 3. Educating children from the dominant ethnic group in tolerance to the culturally different. " (Veleva, A., 2020, p. 55)

The development of this type of competences implies the formation in the teacher and, respectively, in the student, of a clear knowledge of their social status, their capacity for critical evaluation, analysis and introspection.

Developing a teacher's competence includes not only knowledge of social issues, but also knowledge of skill unity, purposeful actions, forming a mentality that provides behavior for students, based on equal rights and opportunities. The principle of equal treatment in the field of education must be respected and implemented throughout the educational process so as to enable students, regardless of their social identity, to become aware of their rights and opportunities to exercise.

The competence presupposes the formation in the teacher of an understanding of students in general, of their status, functions and relationships, of the ability to critically analyze their own actions as representatives of particular individuals. The components of teaching competence reflect its substantive, reflective and organizational aspects.

The linear competence can be represented as follows: knowledge (content component) → assessment and reflection (reflective component) → actions (organizational component).

This happens when knowledge transits into actions, which provide opportunities for understanding and speaking of one's own competencies. The content component includes a set of knowledge on specific issues related to the socialization and identity.

The reflective component implies a personal attitude towards various problems, the presence of one's own position on these issues, the pursuit of constant self-improvement on the basis of analysis and self-assessment of the professional-pedagogical activities. Important for the reflective component is that the teacher is the primary agent who is involved in the school socialization process.

The organizational component includes the skills to manage the process of socialization of students, to take into account the influence of socio stereotypes in the process of education and upbringing.

The social competency of the educator implies a unity of habits, purposeful actions, formed competences, based on social roles, adaptation to the school reality, while respecting the requirements for social equality, rights and responsibilities of the whole pedagogical organization process.

An important component of a teacher's competence is his sensitivity, which means his ability to perceive and recognize both the verbal and non-verbal influences of the social environment. A necessary requirement is to successfully handle the methods and forms of social identity education, the ability to diagnose and counteract discrimination.

It is believed that the educator may be involved in segregation and inequality in the educational and professional fields. There is no doubt that the need to include social competency in general teacher training is unconditional. A poorly mastered social competency by the educator would lead to the generation of social prejudices, discriminatory practices and attitudes toward the opposite communities, impaired social interaction between groups of students, impeded the comprehensive development of the student's personality.

Enhancing the social culture of educators should contribute to the elimination of social stereotypes, fulfilling the main task of education - the education of free, critical thinking and creative personalities.

Education, upbringing and socialization in the educational process impose norms whose values are not commensurate with all individuals. The school environment is a place where most of the students' daily lives pass. Adequate approaches, forms and methods of training should be used. The individual characteristics of the student are taken into account, but the social identity category remains invisible and impenetrable. Social identity also corresponds to students' awareness of their rights as citizens. The following can be identified as specific objectives: „To help children understand the meaning and application of fundamental rights of the child under the

Convention on the Rights of the Child, to be informed where they can receive support for violated rights, to support them in realizing the meaning of the terms "equality" and "Inequality", to be informed of their right to an opinion." (Ilieva, B., p. 5, 2017).

There are authors who consider that there is a "hidden curriculum" in the functioning of the education system. For the first time, Peter Jackson attempts to analyze it. (Ярская-Смирнова 2000, p.109)

Pierre Bourdieu and J., Paseron explain the concept of the "hidden agenda". The hidden curriculum is a set of cultural meanings and models that are emitted in an educational environment, a system of relationships and relationships, models of collective actions that emerge in the process of educational communication, the realities done in that environment, values and norms (Bourdieu, P- J. C. Passeron, p 295-301).

Plamen Radev formulates the impact of hidden curiculum as emerging from "informal relationships in school, the culture of the school as an organization, the different compulsions and subjective orientations of the student towards the importance of one or the other subject." (Radev, Pl. 2013, p. 204).

For example, social competence in school is part of the hidden curriculum, and through texts, school practices, ways of organizing the lesson, students are introduced to some concepts related to one or another social relations.

Empirically, for the analysis of the dimension of the hidden curriculum, the organization of the institution should be considered, i.e. social roles, relations at work, social stratification of the teaching profession; these dimensions of the hidden curriculum not only reflect to the social stereotypes in the process of socialization, but also support the continued reproduction of social inequality in society. (Wink, J. 2005, p. 46).

The hidden curriculum is indirect, invisible, but reflects the actual content of education: "If the current curriculum is a flowing river, the" hidden program "is a delusional stream, dangerous and invisible, in which we can sink deep before we have time to realize it "(Ярская-Смирнова 2000, p. 193-220).

It is believed that the hidden curriculum aims to exercise social control in the school environment, insofar as adolescents could be brought up in conformism, authority, in social inequality. The school is an environment that plays a key role in fostering discipline, punctuality, obedience and diligence - all the qualities necessary to build a potentially comfortable society.

The content of knowledge offered in the hidden curriculum is obscure, often transmitted in a non-verbal way or through hidden structures of discourse. For example, the gender component of a hidden program might be the separation between different disciplines or professional activities, subjects, or else toys / "Small inventor" and "Waste-how to spend as much money as possible" / Within this constructive paradigm, the main authors working on social relations through the lens of constructivism and practice are J. Butler, D. Zimmermann, J. Halberstam. (Уест, К. - Д. Зиммерман 2000, p. 194).

CONCLUSION

Over the past twenty years, pedagogy has developed several problematic areas with some methodological value for its contemporary consideration. Paradigms are outlined that are oriented towards the student's personality in order to establish and reinforce the individual position within the scope of pedagogical interaction. There is a tendency to receive information, to use scientific conclusions and results from cognitive psychology, psychophysiology, psycholinguistics, communication theory, etc. As a result of this integrative pedagogy with other fields of science, a number of new problem areas have emerged. They also make it possible to refine forms of pedagogical knowledge, such as the conceptual basis and the progressive differentiation of the pedagogical system. In this aspect the directions and fields of modern pedagogy will be more dynamic, with transfusion and differentiation, in order to gain a certain consensus in the pedagogical community.

Identification with any group can become a powerful source of sense of belonging with the other members, and humiliation of the other groups - to increase one's self-esteem. To one degree or another, such relationships can lead to exaggeration of group differences, conflicts between groups. This phenomenon is known as the "paradox of social identity". If it relates exclusively to its realization by members of certain groups, then collective movements and negative references to the opposite groups may be presumed. The processes related to the identification of the student's personality to the particular social identity are of particular importance in its overall formation and are characterized by a peculiar complexity, which implies the implementation of a competent approach by the teacher.

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