

## ACCOMPLISHING COMPREHENSIVE DEVELOPMENT OF PERSONALITY THROUGH EDUCATIONAL PROCESS

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**Abstract.** The article deals with the main principles of students' social adjustment during their studies at the university and analyzes what influence this process has on the development of their creative activity and how it forms their personality. The article emphasizes that the process of education accomplishes the comprehensive development of the student's personality and prepares them to be active participants of social life as well as competent specialists in engineering.

**Key words:** assimilation, social adjustment, individual, communication, interaction.

## ВСЕБІЧНИЙ РОЗВИТОК ОСОБИСТОСТІ У ПРОЦЕСІ ОСВІТИ

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**Анотація.** Стаття розглядає основні принципи соціальної адаптації студентів під час навчання в університеті та аналізує, як цей процес впливає на посилення їх творчої діяльності та формує їх особистість. У статті наголошується, що освітній процес здійснює всебічний розвиток особистості студента та готує його бути активним учасником життя суспільства, так само, як і компетентним спеціалістом в інженерній області.

**Ключові слова:** асиміляція, соціальна адаптація, індивід, спілкування, взаємодія.

## ВСЕСТОРОННЕЕ РАЗВИТИЯ ЛИЧНОСТИ В ПРОЦЕССЕ ОБРАЗОВАНИЯ

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**Аннотация.** В статье рассматриваются основные принципы социальной адаптации студентов во время учебы в вузе и анализируется, как этот процесс влияет на повышение их творческой активности и формирует их личность. В статье подчеркивается, что процесс образования осуществляет всестороннее развитие личности студента и готовит его быть активным членом общества, равно как и компетентным специалистом в инженерной сфере.

**Ключевые слова:** ассимиляция, социальная адаптация, личность, общение, взаимодействие.

### Introduction

Social adjustment or engagement of students is a paramount pedagogical problem, because it determines the prospects for the development of the whole tertiary education. When a person is mastering a certain system of knowledge that allows them to function as a full-fledged member of society, it means that this person is learning to interact, to commune, i.e. adjusts to the society. This process includes both purposeful influence on the individual and spontaneous processes that affect his formation. Social adjustment is a necessary condition for successful human functioning in any social system. The period of obtaining higher education plays the important role in development student's personality.

### Analysis of publications

Student community is considered by such scientists as O. Dmytriiev, O. Moroz, H. Kostiuk and others as a specific social-professional group occupying their own space in the structure of the state, social awareness and socio-psychological and political features. Foreign researchers P. Kaufman, T. Parsons, E. Pascarella, J Smart, P. Terenzini, J. Weidman and others focus on how the student's identity is formed in the college or university, how the college affects the person's development.

The history shows an inevitable stalemate as a result of command-administrative system for-

merly flourishing in education, therefore the requirements of today necessitate the transformation of higher education as one of the most important institutions and period of social adjustment of the individual. This transformation is already in progress, its importance is undoubtful, so this work only deals with several aspects of this process, in particular, at the English classes.

### **Purpose and objective**

O. Brim gave a classic definition of socialization as "... the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society" [1, 3]. J. Weidman stresses the importance of understanding both the individual and the groups or memberships that influence the individual [8]. Human development depends on the conditions of its interaction with the world around it. People not only witness but also participate in the history of the world. Shaping of personality proceeds differently depending on the changes taking place in the world around him, in the material and social reality.

Among scientists, the fundamental question is at what age the assimilation of social experience takes place, the assimilation being a significant part of social adjustment. In recent years, it has become increasingly common to say that this occurs at a more or less mature age, because social adjustment involves the acquisition of social experience in the course of work. There are different points of view regarding the period of study in higher school, but its specifics is quite significant compared to secondary school as students are one of the most important groups in society, and the problems of social adjustment of this group are now extremely relevant.

### **Comprehensive development of personality through education**

Social adjustment is a process of development and formation of personality, which includes two interrelated components: the assimilation of the requirements of society, the assignment of norms, rules of conduct, resulting in adaptation; and personal interpretation of the experience. The ability to think outside the box, to show a creative approach, is very important both in everyday life and in professional activities. People who are prone to creativity have a greater ability to work, because the creation of something new is determined by the constant involvement in the process of achieving the goal. Ability to work, interest, energy, desire to add something new to the activity – these are qualities that are inherent to the modern specialist in any area.

It is quite natural that the creative character of students' activity is manifested in different ways in educational activities. Students with a good heredity are in a favorable position: strong and stable nervous system, good memory, ability to intellectual activity. Such students are usually initially successful and adapted to society. But there are also those whose thinking is not so fast; memory is not so developed and school knowledge is at the average level. For them education is more difficult, even if they are very diligent. Personal traits are also important. Those who are persistent, purposeful, self-confident, prone to independent work, have self-control skills are in the beneficial position. But there are others, that lack most of these qualities. Performing tasks, they rely on instructions, hints from both the teacher and stronger students. They make up a significant part of the contingent of higher schools, and the importance of developing creative activity among those students is obvious, because they are often insecure about their abilities and have a limited range of interests. The tasks for the development of creative activity stimulate their imagination and fantasy. They are to be stimulated to make up something new, unusual, interesting, perhaps funny. By reworking the material, such students go beyond the information they have, expanding their own worldview and adding to their own liveliness and vitality.

Combining different forms of work also has several advantages. Performing tasks individually, the student chooses one or another way to solve the problem, based on personal feelings; when working in pairs he takes into account the opinion of the partner, while there is mutual enrichment of ideas; during the frontal work the student gets acquainted with a wide range of other people's opinions, and group work in general gives the lesson a shade of competition, which is an additional incentive to achieve results. Finally, the highest level of creative activity is associated with a change in the role of the teacher in the learning process: the teacher becomes a consultant, providing assistance only when necessary, and students themselves choose ways to solve a problem. Thus, when performing tasks that gradually become more difficult, students discover non-standard ways of solving the problem, which

allows them to socialize most successfully.

Similar to the function of student-university interaction as a mechanism for social adjustment, fellow students are the important environmental influence on student's development. They act as an academic and personal support network that positively influences student's development [1]. Cooperative learning with fellow students is positively associated with self-reported gains in the university, such as general education, intellectual development and personal or/and interpersonal development. E. Whitt and others concluded that peer involvement in and out of the classroom resulted in increased cognitive development [7]. When asked to describe what had the greatest impact on their learning and personal growth, college seniors often answered that it was interaction with other students. E. Pascarella and P. Terenzini insisted that participation in diverse experiences positively affected cognitive abilities of students [4, 18].

Every individual is a social being. From the very birthdate they are involved in social interactions. The process of social adjustment is inextricably linked with communication and joint activities of people. Of course, the lessons serve to acquire important knowledge, some of them (especially in the humanities and social sciences) have a direct social significance. But the student acquires not only the social knowledge that is the purpose of the lesson and the teacher, not only the social rules and norms of behavior that the teacher declares, but also the social experience that accompanies the lesson and is circumstantial. This is the experience that the student actually experiences or observes when the teacher interacts with students, students interact among themselves, teachers speak to each other and so on. This experience can be both positive and negative. It can either coincide with the declared norms or contradict them. Assimilation of social experience is always subjective. The social experiences of different people from objectively identical situations can be very different. Assimilation of social experience, which lies in the heart of social adjustment, becomes a source of shaping the features of the individual [3].

### **Challenges for education in pandemic reality**

The new pandemic reality has raised the issues which have already been discussed for some time but have never been so topical. Will this period be a degrade in the value of in-person learning in favor of the distance learning? Or, on the contrary, the epidemic will reveal the value of the face-to-face learning? Will it show what is lost if the education switches to online learning completely? Or will it show that face-to-face learning is overrated? If everything that is accomplished in the classroom can be accomplished online, why bother paying high tuition fee, transport fare, pay for the dormitories and go to university? And the big question is "How will it affect social adjustment?"

The answer is given by the students themselves. Whatever great learning online sounds, they lack socializing. Even if the quality of education is comparable (which is not, in Ukraine, at least), it is face-to-face communication that they still need, from the live explanation from the teachers to hanging out with their fellow students and friends. They are in favor of mixed education but they do not support the totally online study. Education is a primary vehicle of socialization. Good students spend half a year in the classrooms, nearly 6-7 hours a day. They learn socially-desirable behaviors such as team work, following time-tables, respectful interacting, participating in social activities [6]. Online, they can communicate with people of their age in many social groups, but what about sports and extra-curriculum activities? Making presentation online is still not like making presentation in public with all these body language and absence of notes in the hands.

There is also one more point. When young people become students, it usually means a new degree of independence for them, grown-up decisions and responsibilities. They must learn to manage their finances and time, control their lives. And not only academic pursuits are involved. [5] Every day can become a challenge unless... they have to stay locked under one roof with their parents. Again. We have noticed that after the complete pandemic lockdown some students began to value more the social experience which the face-to-face interaction can offer.

And yet, these hard times have made urgent teachers' searching for the new ways to keep the interaction between themselves and students going, to support the connection, the constant link, so that if next lockdown happened, the teachers and students would be prepared for it and social life would not stop. It would just change the venue from the classroom to the ether.

## Conclusion

Summarizing what has been said above, we can draw the following conclusions. Social adjustment is a necessary condition for successful human functioning in any social environment. The period of education plays a very important role in the process of social adjustment. Studying at a university is a transitional moment between young years and the adult life. The process of social adjustment can be either natural and easy or difficult and problematic. The university takes on a lot of responsibility in such a complex and important process because the society needs people who realize their talent and not only do their job well, but also contribute to the overall development and well-being of the country. The challenge of studying in the time of pandemic promotes finding the ways to keep classes and socializing going. Whatever the challenges, our country always needs educated, socially adapted and effective members of the society.

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