

The Role of Education in the Individual Insertion Level of the Individual

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Abstract: Educability is an essential feature of the human personality that designates its capacity for pedagogical development, progressive, permanent, continuous. The full utilization of this general human capacity is a fundamental direction in the evolution of the education activity, realizable in specific conditions at all levels of the educational system. Educability is an essential feature of the human being and a distinct pedagogical category. It has received the attention of the majority of scholars in the field of educational sciences.

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Educability is an essential feature of the human being and a distinct pedagogical category. It has received the attention of the majority of scholars in the field of educational sciences, being defined as : “the ability of man to be receptive to educational influences and to achieve, in this way, progressive accumulations materialized in different personality structures, the whole possibilities of influencing with methods of education the formation of the personality of each human individual, within the psychogenetic limits of our mankind and the innate characteristics that confer to each individual his genetic.... individuality”.

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In the broadest sense, we approximate education as designating “the ability (human - n.) To educate and educate.” It is valued only in an educational relationship, - a relationship involving the combined action of several categories of subjective and objective elements.

In psycho-pedagogy the term “educability” is also associated with the following connotation: “the potential of human training under the influence of environmental or educational factors”.

E. Păun gives the education about the same meaning, claiming it represents the “willingness (or ability) of man to be receptive to the educational influences and to achieve in this way progressive accumulations that will begin to take shapes in his socio-individual behavior”.

It can be remembered that, regardless of the multitude of modes of definition, education is a specific attribute to the human being. In this sense, Kant claimed that man alone is educable, because he carries in him the possibility of being different than he is. Man is perfectible and perfectibility is the sine qua non condition of education.

The factors of educability are: heredity, the environment and education.

Contemporary pedagogy accepts that heredity is a first factor that intervenes in determining psychological development. Heredity is a biological phenomenon that consists in transmitting morpho-functional features from parents to followers using genetic code. The genetic code is a system of recording in the nucleus and cytoplasm composition of the cells of the body for some information about the characteristics to be passed on to the descendants. The system is identical for all organisms; the genetic information transmitted is different depending on the species, the family, the parents to whom the individual belongs.

It is transmitted through the hereditary path: characteristics of the species (e.g. specific anatomopho- philological constitution, type of metabolism, etc.). characteristics of the family to which the subject belongs (pigmentation, chemical composition of blood, etc.); characteristics of the parents (functional characteristics of analyzers, motricity features, gross memory, temperament, intelligence, etc.).The human being can go beyond the limits of a possible inheritance less favorable to the performance of a particular activity. By motivation, will, determination a person can compensate, to a certain extent, the absence of some qualities with other qualities, just as it is possible for another person with a

favorable genetic legacy to achieve lower performances in a field for which he has native talents, but which he does not feel attracted to, does not preserve, does not practice, etc. Hereditary inheritance cannot therefore be considered a fatal biological predetermination of the future development of a person in the psychological plane. It only makes learning easier to do in certain areas, the results are obtained with less effort, and the level of performance is achieved through appropriate education to be very high.

Heredity is essential in any formative process (training - educating the individual).

For example, sensorio-perceptual capacity depends on the hereditary and innate anatomical-physiological features of the analyzers; memory, depends on the biophysical and biochemical properties of the nerve cell, the properties of nucleic acids as well as other elements determined by the CNS particularities; intelligence - as a predisposition (in its aptitude dimension) is genetically determined.

The genetic content limits the action of the educational factors but does not cancel it; the heredity induces predispositions of structured psychic processes, not psychic processes and features, these predispositions are polyvalent and “the versatility of these hereditary data is the biological premise of education and educability (that is why - in this sense, but only in this sense - it can be said that educability is innate)”; in education it is important that the maximum receptivity to educational influences is genetically programmed for certain periods of life.

These observations are theoretical prerequisites from which any educational act must begin. So, through heredity, “the ability of the individual to react with plastic to the influences of the environment is especially transmitted.”

In general, the environment includes all natural, artificial and socio-human (sociocultural) factors that can influence the individual; “The environment and the individual are two correlative entities with complementary functions, first of them offering unlimited possibilities for the other's action, and this enriches and diversifies the components of the other.”

From the theory of education point of view, it is interesting that this environment can be considered an educational environment” (in a broad sense); it can be appropriate as a pedagogical environment that includes “all the natural and social factors, material and spiritual factors engaged in the activity of training - development of the human personality according to explicitly and/or implicitly

established objectives at the level of the national, territorial, local educational community”.

The environment, as a factor of educability, can be analyzed from two perspectives: determinations from the natural environment; determinations from the social environment.

Man is under the influence of these types of environment. The natural and ecological environment influences human development and health through climate, relief, radiation and pollution. The socio-cultural environment allows the humanization and socialization of the individual by ensuring material conditions, civilization and culture through inter-human relations, institutions, ideologies, traditions, conceptions, etc.

The natural environment (physical, natural and ecological environment) - all the bioclimatic conditions (relief, climate, fauna, flora, etc.) in which a human subject is born and lives - indirectly influence the psychological development of people through the adaptive problems they create, through the occupations they favor and which forces them to develop certain capacities and abilities. The influences of this environment are becoming less observable directly, but they exist.

If initially the physical environment determined the social division of labor and implicitly the educational influences derived, today the problems related to the degradation of the ecological balance lead to “new education” (ecological and environmental education, nutritional education, etc.). The physical environment acts in a correlation with the social one, through it most often.

Scientific researches so far has not been able to highlight the existence of direct influences of the natural environment on the development of individual mental structures. Prejudices, such as that, for example, a very warm climate leads to low intelligence, are without any scientific basis. There are very intelligent and less intelligent people in all the climatic areas of the planet. Only when a high degree of pollution of the natural environment produces genetic mutations in the body, one can speak of a direct influence of the natural environment on the psychological development of people.

The social environment includes the social conditions in which the individual lives (the economic, political, cultural, relational and group elements, institutional, organizational, ideological, etc.). As characteristic of the human species is the fact that purchases are fixed not only in organic changes but also (especially) in cultural

phenomena, the importance of social educational influences is obvious. There are researchers who claim that they are predominant because they humanize them.

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“In relation to heredity, the action of the environment is not an innovating one, but rather modeling - permissive or restrictive - but with a considerable role of stimulating and amplifying genetic provisions. They are “open” to the modeling influence of the socio-cultural environment.” Regarding the role of the environment in the mental development of the individual, we highlight the most important aspects:

- * Environment is the factor that transforms the hereditary potential into a real psychical component;
- * The environment humanizes its being and its biological functions;
- * The environment does not act directly on the development, but provides the circumstances and opportunities for development (circumstances and living conditions, information and patterns of behavior, communication opportunities, and emotional exchanges with others).

In the psychological development of the individual, it is not only the mere presence or absence of environmental factors, but also the measure, the manner and the resonance of the interaction between these factors and the individual.

Because the contributions of heredity and the environment are necessary but not sufficient at all, the contribution of the only environment with exclusive positive valences - the educational environment - is decisive in the process of the full development of the human being.

The social environment acts through various educational factors (family, school, institutions and cultural organizations (and/or educational institutions), mass media, etc.), non-homogeneous but acts fundamentally.

Therefore, the main educational backgrounds are: family, school, social care institutions, extra-school cultural institutions, the environment and the professional community, the religious community, the extra-community, the national community and the international community. To the extent that these environments surround institutional settings, they are also educational factors.

In relation to the original nature (dependent on heredity), education means selective influence, which aims at the development of certain human characteristics that will allow the individual to participate in the collective effort of satisfying those needs and realizing those ideals desirable considered.

For example, the starting points of human nature that are in contradiction with the values to which humanity is at one point will not be stimulated by education. The possibility of such negative turnovers from being transformed from potential features into personality traits is diminished.

Education is precisely the deliberate influence of personal value choices in accordance with what is considered in a particular society to be desirable to be adopted as a personal ideal.

Education depends on the other two factors (heredity and the environment) and can not have unlimited powers (it can not completely compensate for an impaired heredity and no totally unfavorable environment).

The child becomes a social person only through education. Through education, man acquires social language, general culture and moral-civic behavior, shapes his conception of the world, develops his creative potential and prepares for socio-professional integration. The person that lives in a human community benefits both from a spontaneous education that acts habitually upon him, as well as from organized education, through specialized institutions, of which the most important is the school. That is why it is very important for all the educational factors to know the child's personality, its degree of education and, on this basis, to structure the entire educational process.

Heredity offers or does not have the potential for psychophysiological development, the environment does or does not provide certain conditions, and education guides through the learning process the harmonious and integral formation of personality, being its determinant factor.

Through education, the human individual expands his existence beyond the biological limits, becoming a personality. Personality is the individuality confirmed

by the social community within which lives to serve or enrich its values. It is easy to infer that personality is a permanent construction, resulted from hereditary, social, educational influences.

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