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CZAS JAKO POJĘCIE SOCJALNO-PEDAGOGICZNE

TIME AS A SOCIAL AND PEDAGOGICAL CONCEPT

Streszczenie: W artykule zostały wyznaczone temporalne charakterystyki socjalizacji osobowości dziecka w zależności od treści, funkcji, strukturalizacji czasu jako wszechstronnego pojęcia charakteryzującego życie człowieka. Określono związek między czasem a pojęciami socjalno-pedagogicznymi – „socjalizacja”, „instytut społeczny”, „adaptacja społeczna”. Ustalono temporalną treść głównych procesualnych charakterystyk socjalizacji osoby – działalności, myślenia, zachowania, komunikacji. Określono socjalno-pedagogiczne determinanty czasu w kilku teoriach naukowych – filozofii czasu, psychologii temporalnej, chronosocjologii.

Summary: Temporal characteristics of a child's socialization depending on the nature, functions and structuring of time as a universal category of human existence are defined in the article. The connection between time and key social and pedagogical concepts – socialization, social institution, social adaptation, agents and conductors of socialization – is determined. The temporal meaning of the key procedural characteristics of a person's socialization – activities, thinking, behaviour and communication – is explicated. Social and pedagogical determinants of time in a few related scientific theories – the philosophy of time, temporal psychology, chronosociology – are established.

Słowa kluczowe: czas, socjalizacja, temporalność, pedagogika socjalna

Key words: time, socialization, temporality, social pedagogics

The problem of the research. The acceleration of a person's everyday life, the pressure of global social and cultural processes, the increasing dynamics of the processes of education and upbringing in the conditions of educational institutions of different types and levels, the transformations of real and virtual social environments in a person's life – everything mentioned above encourages theoretical research into the scientific field which has not been touched upon earlier from the point of view of the socialization theory. The researches in the sphere of time belong to these 'untouched' fields. Originally they became the object of the research for the representatives of philosophical, natural and mathematical sciences, a bit later – for the representatives of philological and art disciplines,

later – sociology and psychology, but their use is very limited in social pedagogics of today. In our opinion, the difficulty of studying the phenomenon of time in social and pedagogical context is defined by the following factors:

- 1) intuitive and illogical nature of the phenomenon of time itself;
- 2) the universal nature of its manifestation in different social environments and social situations;
- 3) the lack of proper methodological set of instruments to learn the phenomenon of time from the social and pedagogical prospective;
- 4) the discrepancy of the mentioned phenomenon in the social field – its high generalization on the one hand, and the requirements for maximal precision on the other.

The publications by L. Abulkhanova-Slavskaja [1], V. Iliin [2], where time is treated as the category of a child's existence in the society, can be viewed as exceptions to the general rule of considering time in social pedagogics instrumentally (as time of conducting lessons, time of a child's immediate social communication or their free time at school and outside the school).

At the same time, entire scientific branches and research areas which can be grouped under the name 'temporal' – temporal psychology (the psychology of time), K. Levin's theory of field [3], Aristotle's theory of numerical time, Yung and Yum's causative and temporal theory, the theory of social time or chronosociology (E. Giddens, J. Gurvich, N. Alia and others) [4], M. Braichevskiy's implicative philosophy [5] etc. – were developed and elaborated based on the study of the problem of time. Meanwhile, temporal characteristics of people's actions, thinking, socialization, social communications, values, cognitive processes, evaluation, that is intrinsic social and pedagogical temporal categories, require special comprehension and scientific analysis. T. Parson's [6] researches can to a certain degree be attributed to social and pedagogical researches of time. His social and pedagogical theory was based on the idea that time is an important condition of interaction between people.

The purpose of the article is to examine the temporal characteristics of a person's socialization.

The presentation of the main material. Considering the experience of studying time, accumulated by related sciences (philosophy, psychology, sociology), it is possible to come to some generalized conclusions, which are presented in Table 1.

Table 1. Time as a scientific category in different fields of knowledge

Field of scientific knowledge (a scientific direction)	Interpretation of the category of time	Possible social and pedagogical determinants of time in the mentioned theory
The philosophy of time	The philosophical interpretation of time reflects the flow of processes in the material world, their duration, consistency, phases, and stages of the processes. The philosophy of time is presented by the two main theories - substantial and relativistic	The socialization process is a subject to the basic dialectal laws, which also include the phenomenon of time, and to the characteristics of consistency, gradual phased development, duration.
Temporal psychology	It defines time by the ratio of its perception, reflection and experience.	The perception, reflection and experience of time in the process of a person's socialization is determined by the effectiveness of some institutions, agents (conductors) of socialization and their ratio on each age stage of socialization
Chronosociology	This science examines social time as the basic concept and defines it as the time of a person's activity, during which a social product (the society) is created	Social pedagogics is most closely related to chronosociology – on the categorical and conceptual, semantic, diagnostic, and even technological levels, because it uses the same conceptual apparatus (social group, social status, social adaptation, socialization, social interaction, etc.)

As stated by V. Horbunov [7, c. 8] in his scientific researches, the understanding of time has several directions: objectivistic (the absolutisation of time), intermediate (fragmentary relativity of time), and subjectivistic (time as an attribute of individual experience and consciousness). These directions emerged in the antiquity and in later periods they attracted different scientists who developed objectivistic and subjectivistic ideas. Time is examined as *an objective reality that is subjectively interpreted* in the scientific achievements of the representatives of both directions; with both sides of the defined reality being complementary, but not contradictory to each other.

From the social and pedagogical point of view, **we can define time** as a multi-level social and pedagogical category which reflects the dynamics of a person's socialization under the influence of major social institutions, agents and conductors of socialization on its three main levels – micro-level (family and a child's immediate surroundings), meso-level (the type of settlement, a child's ethnical and religious identity), and macro-level (global information environment, society).

Due to the pedagogical specifics of time we consider it important to consider time in its connection with the several levels of its occurrence – as personal time, group time, and public time. The personal level of a person's time in its pedagogical meaning can be presented primarily by the *chronological and chronometric orientation* of a child in his/her social environment – in the family, educational institution, the groups of peers, other significant agents of socialization, that represent group and social levels of time flow.

Social and pedagogical specifics of time encourage us to outline its main *functions* in the process of socialization of a child's personality. The following functions should be defined:

- 1) Organizational function. It helps to arrange and settle the process of a person's socialization mainly as a result of the establishment of a hierarchy of individual events and their impact on socialization processes. Thus, the first days in a kindergarten or school could set a new direction of a child's socialization (depending on the effectiveness of agents and conductors of socialization) and that's why such events are often considered to be crucial in temporal relation.
- 2) The function of integration. It determines the synchronization processes in time relation; thus, in the process of socialization a few social roles and social statuses of a child can be synchronically developed (the role of a son, of a pupil, of a friend; a high social status in peer environment and a low one in a family, etc.).
- 3) Social and cognitive function. It determines the speed, depth, efficiency of cognitive processes in time and space of a child's socialization; thus, the content of the educational material is absorbed by different children with varying degrees of success over the same time; in the same way the interiorization of external social information in different age periods and in different social conditions happens differently.
- 4) The function of coordination. It reflects the timeliness of an event in time and space. For example, it is traditionally believed that a successful child's socialization with other pupils at school depends on the fact if these pupils are his/her peers (because a child can get to school a year later or earlier than the defined or necessary time). Similarly, high school students

in a different way evaluate the timeliness of their first sexual experience or some deviant behaviour (first cigarette, first time of alcohol assumption etc.).

- 5) Social and reflexive function. It provides an opportunity to establish the role of social memory in the process of a child's socialization and the depth of interiorization processes occurring at the same time.

It is a known fact that social pedagogics operates with several basic concepts – socialization, social adaptation, social mobility, socialization institutions, agents and conductors of socialization, etc. The temporal characteristics of these basic social and pedagogical concepts allow us to present them in Table 2.

Table 2. Temporal characteristics of the basic social and pedagogical concepts

Social and pedagogical concept	The essence of the concept	Its temporal characteristics
Socialization	A complex process of learning and subsequent reproduction of social experience by a person as a system of knowledge, norms and values.	Due to the fact that socialization ensures a person's existence in a society, its temporal characteristics are directly dependent on age, the speed of mental processes, the level of accumulated social memory and social experience
Social adaptation	A person's adaptation to the conditions of the social environment that determines the formation of an adequate system of relations in its functioning environment	The process of social adaptation has expressed temporal characteristics, as it occurs in time and depends on interiorization and exteriorization peculiarities of every child
Social mobility	A person's transition from one social position to another one in the process of his/her activity	Social mobility distinguishes a child's presence in time and space according to his/her inherent social status and social roles played by this child
Socialization institution	Social groups, institutions and the connections between them, that are translators of social experience, centres of formation of social norms and values	Within the socialization institutions time is structured through the processes of chronometrization and chronologization; in addition, socialization institutions have their own 'internal' time that determines the effectiveness of socialization in a particular age

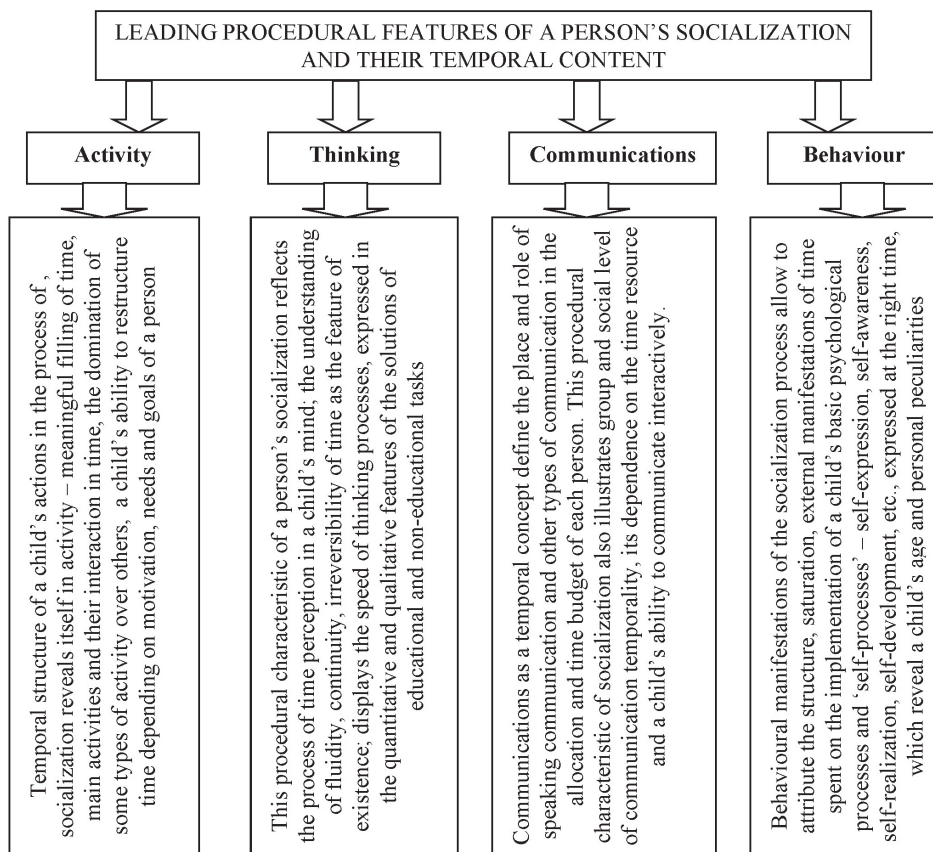
Agents (conductors) of socialization	Specific people or groups of people, and also social phenomena that have a crucial influence on a child's mastering of social roles, norms and values of a society or a particular social group	Under the influence of socialization agents, social time can pass more or less dynamically; thanks to socialization agents the development of social memory and the accumulation of social experience can be more successful. In turn, social experience makes it possible to effectively implement temporal functions
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In addition to the concepts outlined above, the concept of a *child's age* has an important temporal meaning for social and pedagogical science. Time defines socialization differentiation of a child's biological growth, a set of social roles played by a child in the process of socialization, thus forming a matrix of a person's socialization process.

In fact, the functional specificity of time in its social and pedagogical meaning clearly and most precisely reveals itself through the concept of age. Above all, it is related to the age peculiarities of socialization and the influence of socialization factors (socialization institutions) on every age group. Thus, *family* as a micro-factor of socialization has significant temporal characteristics. Socialization influence of a family on a child's personality in the preschool and early school age determines not only a child's time budget, but also its content. The institutional specifics of a family determines a child's idea of time (the notion of a child's time and the opportunities to spend this time in an activity), and it also affects individual perception and mastering of a child's time in a family environment. In middle and senior adolescence, a child's family time gradually reduces, whereas the share of time *to communicate in peer groups* increases (both real and virtual). These socialization agents (formal and informal groups and associations of peers) have their own temporal characteristics on the level of time perception (the time of communication, free time, leisure time, learning time, etc.) and allow us to structure:

- 1) the level and the depth of mastering time – as the ratio of a child's interiorization and exteriorization processes on every age stage;
- 2) ranking of temporal values – i.e. identifying the priority modes and forms of mastering time (learning time, free time, cognitive time, time for communication, etc.);
- 3) the way to develop temporal strategies (i.e. ways to master time depending on the chosen life strategy);
- 4) the direction of temporal orientations (favoring a particular way of mastering time).

The mentioned above peculiarities of structuring of temporal characteristics of particular institutions and socialization agents make it possible to distinguish also *individual*, but not only age specifics of time perception and mastering. In our view, this specifics is related to every child's personal psychological peculiarities – the level of the development of his/her basic mental processes, emotionality, formed capacity for communicative interaction in time and space, the level of social mobility, etc. Individual perception of time in the process of a child's socialization reveals itself in the way a child experiences time, feels it, knows how to spend it, and understands the value of time – both working (studying) time and free time. This individual matrix of time also depends on local social and cultural determinants (first of all, family determinants) which make it possible to define an axiological line of 'past-present-future', to set specific temporal patterns of a child's life (the ratio of free and 'non-free' time, its activity-saturation, etc.), to outline the ratio between 'self-time' and the time of interaction with the socialization environment.



Pic.1. Leading procedural features of a person's socialization and their temporal content

From our point of view, to completely understand the processes of socialization, social adaptation, social mobility, social status and a child's roles in the process of socialization, it is important to establish the main characteristics of time while performing some actions, in communication, thinking and behaviour of a child in the process of socialization, as it is shown in pic.1.

In the process of socialization some temporal concepts – an event, social time, social memory, temporal changes, etc. – play an important role. In our opinion, special attention should be paid to the concept of *social memory*, which unites the past, the present, and the future, and makes it possible to define the content and the specificity of individual social and temporal changes which, as a rule, happen due to the accumulation of a number of individual events that influence a child's socialization, and the transition of quantitative changes into qualitative changes. Thus, the individual process of socialization is not only temporal but also *dialectal*. Various types of events in a child's life (interaction or conflicts in a family, involvement into peer groups, friendship and love events, educational events, a child's actions, success achievement as an event, experiencing some event in a child's life according to his/her age and individual and psychological peculiarities, etc.) produce a particular cumulative effect, and it confirms the mentioned above dialectical connection.

It is well-known that a child's socialization is closely related to his/her interiorization and exteriorization processes. Social memory as a reflection of the connection with the past, present and future reflects the three mentioned perspectives in the course of socialization, so they can be interpreted in the following way:

- 1) focus on the *past* makes it possible to interiorize past events according to their individual perception by a child;
- 2) events of the past, thanks to the cumulative effect, to some extent influence the interiorization of the events which exist at *present* and later exteriorize them;
- 3) interiorization of present events makes it possible to state the prognostic nature of socialization in the future, i.e. the exteriorization of a child's future in social formation and development. Therefore, the evaluation of past and future in a child's life takes place from the standpoint of the present time for every child.

The use of temporal characteristics of social memory makes it possible to talk about the *event character* of social and pedagogical time (the time of a person's socialization). However, this event character is not the only temporal characteristic of the process of socialization; special attention should be paid to *the perception of time* by every child, i.e. the subjective reflection of duration,

speed, sequence of events and phenomena in a child's consciousness. A child's perception of social time is attributed by the scientists (B. Tsukanov [8], L. Bilenka [9], M.Nemyrovska [10], T. Tushnova [11]) to social and perceptual personal qualities. Temporality is expressed in a few basic aspects:

- 1) *chronometric*, i.e. time countdown using its preset intervals (for example, the length of a lesson, day, school day, etc.);
- 2) *chronological* – a way to display time according to the conventional temporal phenomena: age (the number of years), season, etc.; the chronology of socialization makes us consider such concepts as social age, the stages of socialization;
- 3) *chronognosic*, i.e. subjective individualized perception of time which makes it possible to subjectively experience certain events based on their significance, emotionality, etc.; thus, parents' daily check of homework is perceived by children in various ways – from a calm expectation to a stressful state as a result of unpredictable consequences of this event.

Conclusions. Thus, we attempted to determine the temporal characteristics of a child's socialization depending on the nature, functions, structuring of time as a universal category of human existence. The connection between time and the leading social and pedagogical concepts – socialization, social institution, social adaptation, agents and conductors of socialization – was defined. The temporal meaning of the leading procedural characteristics of a person's socialization – activity, thinking, behaviour and communications – was determined. The prospects for a further research lie in the necessity to scientifically ground a person's temporal values in the process of socialization.

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