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## **THE ROLE OF EDUCATION IN PERSONALITY DEVELOPMENT**

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### ***Abstract***

The aim of this study is to explain the role of education individual development and progress and to explain the dynamic relationships among these concepts. The education aims at forming a personality in accordance with the objective requirements of the society, but also of the individual. Like any social phenomenon, education has implicitly a historical character. It has evolved with society, evolving and changing according to the transformations that take place within the society. The relationship between education and society in a healthy way explain the highly dynamic structure of education process.

**Keywords:** education; personality; development; man; knowledge;

### **INTRODUCTION**

The education aims at forming a personality in accordance with the objective requirements of the society, but also of the individual. Like any social phenomenon, education has implicitly a historical character. It has evolved with society, evolving and changing according to the transformations that take place within the society. Etymologically, the word education comes from the Latin “*educō, -āre*”, a process meaning to take care, to nurture, to lead man, using adequate methods, towards a target meant to give him personality. Education appeared along with man, being fundamental for him, because only by it the human person becomes a personality, accomplishes himself. Education is a priority that generally involves the process of care in relation to the proper training of man in accordance with the ecclesial rules. Family, School, Church and society are the main factors, but also the environment in which the process of training and education of the young starts. Each of these channels present risks and advantages, generating positive outcomes or failures. A transparent and objective analysis of these results could potentially lead to an effective model of education for young people (M. Bugiulescu, 2017, p. 59).

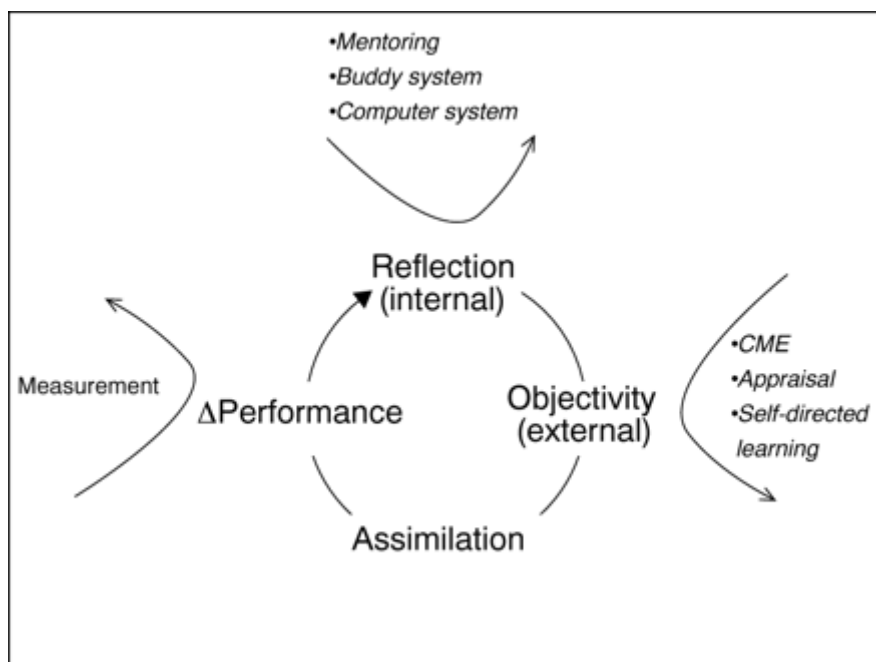
In the past, education related only to a stage in human life, due to the slow rhythm of development of society. But even under these conditions, the great personalities of mankind have insisted on the idea that education is necessary to exert on the individual throughout his life. Seneca, for example, believes that "the elders must learn," Comenius claims that "for every man life is a school, from cradle to tomb",

and Nicolae Iorga states that "learned is the man who learns constantly on dancing and constantly learns others". Thus, permanent education becomes a necessity of contemporary society, representing a theoretical and actionable principle that tries to order a reality specific to our century.

## 2. PROBLEM STATEMENT

The most important criterion that imposes and justifies permanent education is the social factor sketched by accelerating change, dynamism, mobility of the professions, the evolution of science, increasing leisure time, the crisis of relational and life patterns, and increasing the degree of democratization of social life. The ultimate goal of permanent education is to maintain and improve the quality of life and progress. One of the specialists on education, Jaques Hallak (1990), stated that "education is a human right, since it leads to individual creativity, increases the participation to the economic, social, cultural activity in the society, contributing this way to the process of human development".

"Personal development too can be seen as a cycle or spiral (fig 2). The similarity with education is striking. Both are entered through a process of internal analysis, reflection, and questioning.<sup>10</sup> In the same way that the learner uses this step to take responsibility for any change in knowledge base, in personal development the individual gives authority for the changes that will occur in performance and attitude. Personal development can be encouraged and assisted, but because it has the potential to alter self perception and outlook, those who would facilitate the process in others need to do so within ethical constraints" (Mark Taylor).



More recently, the need for education is also imposed by a number of individual factors such as the need for a dynamic integration of man into society, the increased level of individual aspirations, the feeling of personal dignity, the need for confidence in the future and progress.

## 3. RESEARCH QUESTIONS

Thus, education as a personality modeling process, conducted by family, school, society, aims at educating the educator for education. Self-education points out that the man is not an inert product of

external or internal forces. The human being is largely the result of his own will. Training for education is done through the whole educational process. Starting with years of living, the foundations are based on the formation of self-service, hygienic-sanitary, civilized behavioral and school-related skills in the family.

It can be said that education that precedes self-education offers the young direction of becoming, shapes the skills and skills indispensable to an independent character and cultivates self-confidence. Education prepares self-education in a double sense: it provides a "launch base", through the system of knowledge, skills and skills stimulates the continuing need of education, improvement. The purpose of the school, of professional activity is to provoke in the consciousness of the educated, the need for education. According to A. Töfler (1995) „we are living a moment in which the whole power structure that kept the world together is falling apart and a new power structure is being born, affecting the human society on every level, and this power structure is knowledge”.

Only a complete engagement in the work of the personality is able to become the driving force that brings quantitative and qualitative progress in the educational process. "Each educational institution establishes relationships throughout mutual interactions. Education, as a phenomenon, is both a social foundation and a process occurring in the society. If established a prior and hierarchical sequence, society can be regarded as the objective and the education can be considered as the indispensable means of this objective. In this respect, to research into the functional relationship between education and society and its other institutions is of great importance for community development.."( Türkkahraman, 2012, 38-39).

## **4. RESEARCH METHODS**

### **1. Education-Society Relationship**

Education is a component of socio-human existence, thus being an ongoing process, an inherently inherent in this existence. Education can be conceived, in a broader sense, as a meeting between the individual and society and the whole of the social life can be marked by this permanent exchange.

Through its human character, education is a conscious activity according to predetermined finality, so it has a deliberate sense of purpose. Depending on these finalizations, the values to be transmitted are selected, the methods and means most appropriate to achieve the transmission are chosen, and an appropriate organization of the activity is chosen in order to obtain the expected result. "Teachers appreciate the implementation of the personal development subject in the core curriculum of the Romanian education system and they also recommend a higher number of teaching hours for this subject. As a result of the exploratory study, we find out that most of the teaching staff have not been trained for teaching this subject, that's why we need to inform about this training need. Another conclusion refers to the teachers 'need to cooperate with experts in this field for a better understanding and approach of students' personality "(Herman Ramona Iulia, 2015, 564).

In history, education has developed with society and has acted as a factor of progress, conveying material and spiritual values over the centuries. The most precious value that education has created as an element of culture is man, human personality, being a condition of human existence, a vital necessity for the development of society, ensuring a continuous link between generations and in all social spheres. In general, education is determined by the economic basis of society, it develops and changes with it. Transformations that take place in the economic and social life cause changes in education, it adapts to the new social conditions created. A profound understanding of the relationship between society and education can be achieved only from the thesis that social is a result of people's interaction and cohabitation. Within our education, we appear to be social action that mediates and diversifies the relationship between man and society, thus favoring the development of man through society and society through people. "The future knowledgeable workers and service providers need to be given the chance to go to a knowledge-based work activity, to be able at any point in their life to continue their education, to make a professional orientation and re-orientation at any moment, according to the demands of the labor market" (P. Drucker, 1999, 177).

Consequently, the education of man and the social transformations he accomplishes are in a relationship of reciprocity, in the sense that the educated man, acting on the society, parallel to the transformation, transforms himself, a result which, in turn, will have repercussions on society again.

## **2. Functions of education in society**

In society, education has three major functions:

- Selecting and transmitting values from society to individual; such a transfer of values is also achieved through other social activities and activities. The selection and transmission of values from society to individual, as a function of education, implies that the two operations are carried out on the basis of pedagogical principles and according to certain psychic particularities. As society evolves, the rhythm of accumulation of values is increasingly intense, the reason why the principles of selection and transmission are continually being restructured. The two operations are in a reciprocal dependence, because a proper selection will positively affect the transmission, as a rationalization of it will have positive repercussions on the selection.

- Conscious development of the biopsychic potential of man. As social action, education targets a man conceived as a whole, as a biopsychosocial being. Consequently, she is always dependent on certain biopsychic particularities, while pursuing their development. This function is achievable based on the foundation of the educational action and the valorization of the psychological discoveries. Through this function, education responds to individual needs and by their intent to social needs.

- Preparing man for active integration into social life. Because education has the task of preparing man as an active element of social life, as a work force as a subject of social life, we can state that through this function, education meets needs that society to raise them up to people as elements of social life and through the intermingling of individual needs.

## **3. The Role of Education in Contemporary Society**

It is obvious that, with the rapid evolution of society and implicitly of education and knowledge, many of today's knowledge and practices will be outdated, obsolete tomorrow. It is to be expected that in a period marked by so many technological changes and the emergence of new forms of organization of education and work, specific competencies will also become rapidly overcome. "Contemporary society is characterized by radical changes which take place not only in science, technique or culture but also inside human brain. It has already been proven that children think faster than their one hundred years ago fellows. The accelerated thinking comes along with performance and progress not only in science and technology but also in the creative thinking inside human brain" (Claudia Vlaicu, Ramona Neacsu, 2018, 79). The need for updating, education and lifelong learning will be on the rise. But what is most important is that the knowledge and action needs of society and its members will be different from what they have been up to now. The future creates ever higher demands.

## **5. CONCLUSION**

Education is a particular type of human action or intervention targeting a fundamental category of pedagogy. Plato defined education as "the art of forming good habits or develop skills Native virtue of those who have them." Aristotle in his "Politics", believes that "education should be an object of public oversight, and not private." Johann Amos Comenius, in his "Didactica magna", considered at birth, nature endows child only "seed science of morality and religiosity", they become the property of every man only through education. That in his view, education is a stimulating activity of these "seeds" and thus driving the process of humanization, man "cannot become educated man unless "Education is a particular type of human action, intervention or direction, a fundamental category of pedagogy."

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