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# THE ROLE OF EDUCATION IN THE DEVELOPMENT AND FORMATION OF PERSONALITY IN CHILDREN AND YOUTH

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***Abstract:*** *Education is the broadest pedagogical process and concept. It refers to everything that people undertake in a planned, conscious and organized manner in terms of personality formation, both what society undertakes in relation to the student, and what the student does in relation to society. The formation and development of personality is influenced by numerous factors, of which the most dominant factor is the process of education. In addition to the importance of education for building personality, it also has a large share in the development of society. Given that the achievements of education are influenced by numerous factors, and that the intensity and direction of influence of these factors vary, pedagogy is faced with the task of determining which contents will enable the formation and maximum development of personality abilities and characteristics through education. The influence of education on the formation of personality and community is indivisible and permanent, which indicates the importance of considering the outcomes of these influences at the level of individual and social existence. The aim of this paper is to point out the importance of education, as well as its influence and power in the development and formation of personality.*

***Keywords:*** *education, personality, pedagogy, heritage, environment, society*

## Introduction

Today, living and working in a time of globalization, dynamic social and life events, constant changes and new technical achievements, we pay more and more attention to education, in order to adequately keep up with development trends

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and changes (Suzić, 2005). The concept of lifelong learning is only a consequence of such changes. It is certainly an inevitability and reality of both modern societies and those in transition. However, such dominance of the educational process leads to the neglect of a no less important process, which is upbringing. Today, upbringing plays a subordinate role in relation to education. This is also indicated by numerous publications by educators (Branković, 2013, Trnavac, 2010, Potkonjak, 2010) and other experts who deal with pedagogy and related scientific disciplines. Thematic scientific conferences in their title in a large number of cases are focused only on education. The crisis is also noticeable in institutions whose priority tasks are precisely the upbringing of children and youth.

The school has always been interested in adequate socially acceptable education, especially in the moral education of students (Kovačević, 2012). However, education is increasingly focused only on the family, and the school, which was an equally important factor in the education of children, today, precisely because of the neglect of this process, faces numerous difficulties such as, for example, peer violence, disrespect for authority, a crisis of the value system and similar anomic phenomena (Alagić, Macanović, Stojanović, 2022).

Pedagogy, a science whose subject is education, is obviously going through a difficult period of development, where its role and importance in education are increasingly recognized. Suzić (2012) indicates that one of the key reasons for such a state of pedagogy is the fact that it is increasingly closing in on itself, seeking escape into its own metaphysics and leaving the essential issues of education and upbringing to psychology and other sciences. Thus it happened that today (Carter, 2005) in America there is no pedagogy, but all pedagogical issues are resolved in educational psychology, educational management and other disciplines that are not immanently pedagogical. However, we will try to show the importance of education by pointing out the specifics, relationship and role that certain factors have in the development of the personality of each individual.

Education represents the totality of the influence and activities of society as a whole, individual social groups, institutions, organizations, families and individuals, in the pursuit of achieving set goals - the process of harmoniously building a versatile personality (Macanović, 2015).

**Characteristics of education**

Socialization, upbringing and education are unique and mutually conditioned processes that are intertwined in reality. Their separation and distinction is possible mainly for theoretical and didactic reasons. Just as there are different interpretations of the meaning and comprehensiveness of the concepts of

upbringing and education, in a similar way we can talk about disagreement in the perception of the relationship between socialization, upbringing and education. From a sociological perspective, the socialization of the personality is, in terms of scope, the broadest concept, while upbringing is a narrower concept than socialization, and broader than education. From a pedagogical point of view, upbringing is the broadest pedagogical process and a concept that contains narrower processes and concepts (education, etc.). From a sociological perspective, socialization includes the transformation of a biological person into a social being, the introduction of an individual into society. Education includes conscious, intentional and organized activities of society to prepare individuals to take on social roles, as well as to encourage the overall development of the personality itself (https://psihologNapoziv.weebly.com/autorski-tekstovi/veza-vaspitanja-kulture-i-obrazovnog-sistema-skolstva).

Education is a historical and civilizational characteristic of man and society. It is an important condition and factor in the humanization of society (Macanović, 2017). Education is, first and foremost, the process of forming and self-forming a personality, i.e. it has a formative character. It forms, educates, builds, profiles and creates a unique set and system of characteristics that define a certain personality. A person is not a personality by what he brings into the world, but by what he does by living, working and educating himself. It is difficult to imagine a person without education at all, especially since in that case the personality would be without basic human qualities. This fact indicates how important education is in fact a process for personality development (Trnavac, N,. Đorđević, J. 1995). Education is the only factor in personality development that acts intentionally, plannedly and organizedly. Along with its influence on personality development, education also has a great influence on the formation and development of society. Society is actually built, maintained, renewed and developed through education. There is a cause-and-effect relationship between personality development and the development of society, because personality cannot be educated outside of society, but society would not survive without personality education (Vilotijević, 2009).

Education has certain characteristics that have developed and shaped over a long period of time. According to Branković and Ilić (2003), the most important characteristics of education are:

• Intentionality of education – this is the characteristic that expresses the intentionality of education, and it can be argued that education is a conscious, planned and organized activity.

• Education is a socio-historical category – all changes that occur in the development of society are noticeable in education, that is, education follows the historical development of society.

• Education is a socio-generational phenomenon – it has connected generations throughout history, transmitting the greatest civilizational values from earlier

periods.
• Education has had a class, classless and class character – in fact, the same character that societies have had. Education has always expressed the character of the ruling class through the rule of a certain class.
• The socio-political character of education – expresses the connection between education and politics. Today, even in modern societies, there is a close connection between education and the politics of a certain society.
• Systematicity and organization of education – this is a characteristic of education that follows its historical development. These characteristics of education are realized through various social institutions.

However, education is not omnipotent, regardless of its importance and the function it has on the development of personality and society. Its "power" is influenced by numerous factors that we will present in the next part of the paper, as well as the most significant theories that have emerged from the influence of individual factors.

**Basic factors and theories of education**

In modern pedagogical science, it is reliably known that four factors have a decisive influence on the formation and development of personality.

Heredity – a factor in personality development that is a prerequisite for any upbringing and development. Heredity is transmitted through genes. Inherited traits are not manifested immediately and automatically, they are only possibilities that can, but do not have to, be developed.

Heredity itself can be most conveniently defined as "the process during which organisms develop and transmit to their offspring some of their characteristics. These characteristics enable the offspring to respond to some standard requirements in its environment and thus prevent it (the offspring) from being destroyed during adaptation. Inheritance is therefore in relation to the requirements of the environment. These requirements are more complex in higher organisms, and therefore their inheritance is more complex (Krout, 1942).

Social environment - a factor that we determine as an external or indirect factor of personality development. The social environment is complex, and a special influence on upbringing is exerted by: state organization, social relations, standard of living, social affiliation, family, school, media, customs, tradition, culture,... (Branković, Ilić, 2003).

Upbringing - this factor does not affect personality development in isolation, but as part of external or social factors. Upbringing as a specific process and social

activity should be viewed in a much broader context, and not only within the framework of family and school education.

The activities of the pupil – is certainly one of the key factors in the development of personality and education, because “a person holds his destiny in his own hands”. Without this factor, it is not possible to develop any innate predisposition. Through his own activity, and only through it, a person uses or does not use his inherited dispositions and the opportunities that exist in the environment. The existence of inherited dispositions and favorable opportunities in the environment is not in itself enough to develop a certain characteristic of a child or a form of behavior without the activity of the individual. A child may have, for example, excellent inherited dispositions for music, may live in a musical family, environment, and therefore have favorable environmental opportunities. But, if he himself does not have the interest or patience to practice singing, playing, etc., he will never develop certain musical abilities. His potential opportunities will remain unused.

There are several theories about the influence of factors on the development and education of personality in pedagogy. The most famous are: nativist, empiricist, convergence theory and multifactor theory.

*Nativist theory*

Nativism (lat. natus – born) is a concept according to which hereditary factors are decisive in human development. Heredity determines a person's abilities, temperament and all other personality traits, while the environment is completely irrelevant. The first beginnings of nativism can be found in Aristotle's views, who believed that human nature is unchangeable and that a person becomes what is predetermined for him by his inheritance. Plato had similar views that people are born as future rulers, soldiers and workers (slaves).

From Aristotle and Plato to the present day, nativism has found its supporters, among whom C. Lombroso (1835-1909), the father of modern criminology, is particularly famous. He believed that "criminals are born", and such views still have a certain influence in this area today. Representatives of this theory believe that heredity is the decisive and only factor in upbringing and personality development. According to this concept, a child is born as a human being in miniature and in the course of life only through development it expresses its innate qualities and abilities. Some call this theory biological.

Among the first scientific attempts to determine the influence of heredity and environment on human development, genealogical studies are mentioned. The first serious discussion about it was written by the famous English scholar Francis Galton (1822-1911). In his book "Hereditary Genius" he tries to prove his thesis

that geniuses are born. Galton collected the names of 997 of the most prominent statesmen, generals and other distinguished persons who had lived in the British Isles for several previous generations. To determine whether they had more prominent relatives than might be expected under the law of the case, he also took a control group of 1,000 "ordinary British citizens". He then carefully studied the genealogies of individuals from both groups and found that among the relatives of the "prominent Britons" there were over 500 prominent figures, while among the relatives of the members of the control group there were only 4 such individuals. He naturally concluded from this that his study had proven the decisive influence of heredity in human development (Zvonarević, 1976).

**Empiricist Theory**

When talking about nativism, it is impossible to ignore the name of John Locke (1632-1704), who believed that a person is born as a "tabula rasa", on which the environment, through individual experience, writes what it wants. According to him, a child is born in fact as a wax tablet that is written by life experience, educators and the environment. N. Wawthorne, one of Locke's followers, says in this regard at one point: "Is it not a pity that we inherit the ignorance of our ancestors, but not their wisdom"?

Among the great supporters of nativism was John Watson, the founder of modern behaviorism, who in 1925 stated his famous thesis:
"Give me a dozen healthy children, well-developed, and my own world to raise them, and I will guarantee that I will randomly select any one of them and train him to become a specialist of the type I wish - a doctor, a lawyer, an artist, a merchant, and even a beggar and a thief - regardless of his talents, inclinations, tendencies, abilities, occupation, and the race of his ancestors (Zvonarević, 1976).

Representatives of this theory believe that the timeliness of the influence of empiricism is decisive in the development of personality. The social environment, with its overall ambience, creates a favorable or unfavorable atmosphere for education. Based on this fact, it can be argued that environmental factors can positively, but also negatively affect the powers and achievements of education. For this reason, those environmental factors that stimulate the development of positive personality characteristics are particularly important for modern pedagogy.

**Convergence Theory**

This theory expresses the understanding that there is an equal influence of heredity and empiricism on development and upbringing. It is a theory that primarily attempts to reconcile nativist and empiricist theories. All previous considerations of the relationship between heredity and environment – from genealogical studies to

modern genetics
– clearly state that both heredity and environment play an important role in human development, and that – therefore – neither pure nativism nor pure empiricism are right.

The futility of extreme nativism and empiricism was also theoretically attempted to be eliminated by the famous German psychologist W. Stern (1871-1938) with his "two-factor theory" or "convergence theory". He believes that human development is determined by the action of both heredity and environment, which, through a kind of interaction, govern and shape the human personality. However, although this theory reconciled nativists and empiricists, it did not adequately solve another problem. According to the theory of "pure" nativism, man's development is conditioned by the hereditary substance he inherited from his ancestors and on which it depends whether he will be intelligent or stupid, educated or illiterate, a thief or an honest person, etc. In other words, nativism carries a distinct fatalistic note, because man's destiny depends on his inheritance, which he himself cannot change or avoid.

Although it is the opposite of nativism in everything, empiricism is actually no different from it. The only thing is that in empiricism the role of "fate" is not inherited, but that fatalistic role has now been taken over by the environment: man is born as a "blank slate", and what will be written on that slate later depends solely on the environment in which he will live. If that environment is favorable, the child will develop a positive human personality, and if it is unfavorable, the personality will be negative.

Stern's theory of convergence also failed to avoid the fatalism that characterizes "pure" nativism and empiricism, because it still leaves man as passive clay, only now that clay is not kneaded by either heredity or environment, but by both. This passive role of man has become the subject of justified criticism, primarily by Russian psychologists and pedagogues. They constructed a thesis that they called the dynamic theory of personality development, because they place the emphasis of upbringing and personality development on the individual's own activity and dynamism.

Such a concept is most easily explained by the fact that a child is born with certain hereditary dispositions. However, in what direction and to what extent these dispositions will develop depends on the environment in which the individual lives and on his own activity. It is precisely this self-activity that is the point on which the supporters of the dynamic theory of personality place emphasis, because dispositions and environment do not enter into any automatic relationship, but the activity of the individual is the real
"bridge" for their interaction. Therefore, to use the language of Aristotle's categories, both inherited dispositions and environmental circumstances are given as possibilities, and whether this possibility will become reality depends on the individual's own activity.

The powers of education are also determined by the activity of the student himself. For a long time, the student received knowledge from others who had the task of teaching him, and later the understanding prevailed that the student should come to knowledge on his own. Today, in modern pedagogy, the student-pupil is both the subject and object of education. This means that the student should be taught at the same time, but also that he must learn (self-learning). The achievements of education in the future will increasingly be determined by the activity and self-activity of the student (Branković, Ilić, 2003).

**Multifactorial theory**

This theory is based on the understanding that the development and education of a person are influenced by numerous factors. Their direction and intensity of influence are very different and depend on individual, environmental, educational and other circumstances. This theory indicates that personality development is influenced by a large number of factors that have different influences and effects, and therefore their role is different and conditioned by the conditions in which the child grows up.

## Conclusion

Education represents the totality of the influence and activities of society as a whole, individual social groups, institutions, organizations, families and individuals, in the pursuit of achieving the set goals - the process of harmoniously building a versatile personality. The crisis of education is not only a consequence of social changes and anomic society, political turmoil, economic crisis, family crisis, value system crisis and numerous other events, but also a crisis of science that primarily deals with education. The importance of education as one of the most important factors in the development and formation of personality has been tried to be shown in this paper. Regardless of the numerous contradictions about the role and significance of individual factors, education has unlimited power. To some extent, the scope of such influence is often used in a manipulative way by individuals and smaller social groups in order to control and impose some "new" social value system. It is completely clear that if we do not turn to education and understand its fundamental role, we will have more and more educated, but inadequately educated individuals. Such a situation will lead to entropy not only of their personalities, but also of human traits and values. Quality education also means a healthy society, and this phenomenon must be addressed more not only by the family and school, but also by all other direct or indirect participants in the socialization of children and youth. We must not forget that the excessive ambition that schools prepare students only for business success has its darker side. In short, calls for schools to be catalysts for business success neglect the moral dimension, which could lead the modern world to disaster. If this dimension is absent, then the brilliant achievements of the human intellect can

turn into means of destruction and be a source of misfortune for the entire human race instead of leading it to prosperity. This very statement indicates the importance of education and the necessity of returning to its principles. In the future, we can expect pedagogy to be reconstituted, to redefine basic concepts on humane grounds, to develop its subject and methodology, to integrate new approaches in educational work, and to conceive a futurological orientation. Only in this way can we once again speak about the "power" of education, which unfortunately remains limited and misunderstood in our society, both by individuals and by society as a whole.

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# ULOGA VASPITANJA U RAZVOJU I FORMIRANJU LIČNOSTI KOD DJECE I MLADIH

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***Apstrakt:*** *Vaspitanje je najširi pedagoški proces i pojam. Ono se odnosi na sve što ljudi planski, svjesno i organizovano preduzimaju na planu formiranja ličnosti, kako ono što preduzima društvo u odnosu na vaspitanika, tako i ono što vaspitanik čini u odnosu na društvo. Na formiranje i razvoj ličnosti utiču brojni faktori od kojih je najdominatniji faktor proces vaspitanja. Pored značaja vaspitanja za izgrađivanje ličnosti ono ima i velik udio u razvoju društva. S obzirom da na domete vaspitanja utiču brojni faktori, te da je intezitet i smjer uticaja različit kod tih faktora, pred pedagogiju se postavlja zadatak da utvrdi koji su to sadržaji koji će omogućiti da se kroz vaspitanje formiraju i maksimalno razviju sposobnosti i karakteristike ličnosti. Uticaj vaspitanja na oblikovanje ličnosti i zajednice je nedjeljiv i trajan, što upućuje na značaj sagledavanja ishoda tih uticaja na nivou individualne i društvene egzistenciju. Upravo i cilj ovoga rada jeste da se ukaže na značaj vaspitanja, kao i na njegov utica i moć koju ima u razvoju i formiranju ličnosti.*

***Ključne riječi:*** *vaspitanje, ličnost, pedagogija, nasljeđe, sredina, društvo.*