

SOCIAL MATURITY AS INTEGRATIVE QUALITY OF YOUNG TEACHER'S PERSONALITY

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Abstract: *The purpose of our study is to substantiate that young teacher's social maturity is characterized not only by level of knowledge, development of their orientations, but degree of social relations assimilation and their realization in pedagogical activity. We have applied the method of diagnosing a level of young teacher's social maturity development in the framework of self- and experts' assessments combination. Diagnostic sections have shown that the index of general social maturity of young teachers who shape the environment and thus maintained their social relations, is growing much faster compared to the young teachers who didn't show activity of this kind. From the experimental data it follows that young teachers' activity in creating pedagogical environment of their school is an effective factor in the intensification of their social maturity formation. Investigating the problem of the formation of social maturity of the individual, we have shown that while forming the social maturity of a person, a certain system of personality orientations for the values available in society is developed.*

Keywords: social relations assimilation, level of knowledge, pedagogical activity, pedagogical environment, intensification.

Studying the social maturity of a young teacher's personality, we face the need to analyze the interaction of the various young teacher's relationships with those complex systems in which they live and which form their world. In this direction it is necessary to identify not only functional connections, but first of all to substantiate the social maturity, as the individual systemic quality. Social maturity as systemic quality is an integral quality of the young teacher's personality that is inaccessible to direct observation and can only be justified by the scientific analysis of those systems to which this person directly or indirectly belongs, as well as the laws that this person is subordinated to^{1,2}. Researching young

¹ E. Shostrom, *Anti-Carnegie*, Popurri, Minsk, 2004.

² E.M. Akhmetshin, A.V. Pavlyuk, V.V. Ling, M.V. Mikhailova, R.A. Shichiyakh, A.V. Kozachek, "The use of private start-ups in higher education", in *Journal of Entrepreneurship Education*, 2019, vol. 22, no. 1, 1528-2651-22-S1-345.

teacher's social maturity is relevant due to the lack of fundamental works in foreign pedagogical and psychological paradigm in this aspect. In our understanding, the social maturity of the young teacher's personality should be characterized not only by the level of knowledge, not by the development of their orientations, but by the degree of assimilation of social relations and their realization in pedagogical activity³. Thus, diagnosing the young teachers' social maturity allows organizers of the educational process and teachers to perform management and quality control over the effectiveness of educational activities^{4,5}.

Under the social maturity of a young teacher, we understand a certain degree of development of their personality, which contributes to the creative development of different types of culture, and also creates the opportunity to most effectively benefit from the surrounding participation in various activities. In this research, under notion of "young teachers" we mean the teachers who work in educational institutions in the first 5 years after graduating from a higher educational institution^{6,7}. The formation of the social maturity of the young teacher is intended to integrate the objective patterns of the system with the goals that are put forth by the system of school educational work and the individual teacher as its component⁸. The social maturity of a young teacher's personality is, firstly, an indicator of the level of their development, and secondly, characterizes the focus on socially significant goals, shows the degree of correlation of personally significant motives of activity with motives necessary from the point of view of society, and thirdly, social maturity finds its manifestation primarily in an active life position^{9,10}. We consider social maturity to be "a

³ K.R. Rodzhers, *A look at psychotherapy. Formation of person*, Progress, Moscow, 1994.

⁴ A. Maslou, *Far reaches of the human psyche*, Yevraziya, Moscow, 2001.

⁵ K.E. Kovalenko, E.A. Osadchy, L.V. Goloshchapova, A.O. Zekiy, V.V. Lvov, G.V. Meshkova, A.F. Bagautdinov, "Models of business education in Russia and their main competitive advantages", in *Journal of Entrepreneurship Education*, 2019, vol. 22, no. 3, 1528-2651-21-3-367.

⁶ A. Maslou, *Motivation and personality*, Yevraziya, Saint Petersburg, 2001.

⁷ E.M. Akhmetshin, J.E. Mueller, A.V. Yumashev, A.V. Kozachek, A.N. Prikhodko, E.E. Safonova, "Acquisition of entrepreneurial skills and competences: Curriculum development and evaluation for higher education", in *Journal of Entrepreneurship Education*, 2019, vol. 22, no. 1, 1528-2651-22-1-291.

⁸ A. Adler, "Individual psychology", in by P.Ya. Galperin, A.N. Zhdan (eds.), *History of Foreign Psychology*, Lomonosov Moscow State University, Moscow, 1986.

⁹ A. Bandura, "Principles of social teaching", in G.M. Andreeva (ed.), *Modern Foreign Social Psychology*, Lomonosov Moscow State University, Moscow, 1984.

¹⁰ R.A. Abramov, M.S. Sokolov, "Theoretical and methodological aspects of the formation of anti-corruption mechanisms in the system of higher education of the

holistic characteristic of the individual development, taking into account the professional, labor, civil-political, moral and cultural maturity, which together create a new systemic quality of the person”¹¹.

The social nature of human is closely linked with the properties, characteristic to them as a cultural entity. The moral, political, professional and other types of human culture educators see as the main content of the integral individual personality development, the social maturity. This approach allows to distinguish the corresponding types of person’s social maturity – moral maturity, political, professional, environmental and others¹². This means that the model of social maturity of the individual should reveal the content of social self-determination, social activity and social responsibility through the content of the basic components of human culture¹³. Throughout human life there exist a constant shift of emphasis from the individual to the social in human nature (and often without the desire of the individual). At the same time, according to R. Welder, even though a person possesses specific, totally distinctive traits of character, intellect, way of life, etc., upon joining a group, becomes a part of its collective “soul” and receives an ability to think and act now differently¹⁴. The scientist also emphasizes here that the production of collective ideas is only possible by individuals gathered in a group. For O.M. Leontiev, “activity is a polar, non-active unit of life of the physical, material subject”¹⁵. And further: “Activity is not a reaction and not a set of reactions, but a system that has a structure, its internal transitions and transformation, its development”¹⁶. In this understanding of the activity it cannot be any human activity, but only such, where the subject of activity is the subject of any need. Only in this case, activity remains a “unit” of human life and begins to dictate to the subject that one must reflect from the outside world, what knowledge and skills one must master, in order to

Russian Federation”, in *International Journal of Environmental and Science Education*, 2016, vol. 11, no. 15, p. 7431-7440.

¹¹ V.V. Radul, *Personality’s social maturity*, Machulin, Kharkiv, 2017.

¹² A. Afanasev, R. Mukhametshina, D. Tolbayeva, K. Nurgali, “Leo Tolstoy’s sphere of concepts in the development of women’s education”, in *Opcion*, 2019, vol. 35, no. 22, p. 906-920.

¹³ B. Sagynbayeva, N.K. Sartbekova, E.T. Tolokova, Z.P. Akzholova, “The Kyrgyz worldview in the story by Ch. Aitmatov’s “The white steamship” (1988)”, in *Asia Life Sciences*, 2019, vol. 21, no. 1, p. 359-367.

¹⁴ R.K. Welder, “On issue of the subconscious aggressiveness phenomenon”, in *Social Sciences and Modernity*, 1993, no. 3, p. 183-190.

¹⁵ A.N. Leontiev, *Activity. Consciousness. Personality*, Politizdat, Moscow, 1977.

¹⁶ *Ibidem*, 1977.

successfully solve problems of life, and not only adaptive, but also creative (creating conditions of life)¹⁷.

Personality, by the definition of L.S. Vygotsky, is a holistic psychic system, which performs certain functions and arises in a person to serve these functions¹⁸. The main functions of the individual – the creative development of social experience and the inclusion of rights in the system of social relations¹⁹. All sides of the person are manifested only in activities and in relationships with other people. The person exists, is manifested and formed in the activity and communication²⁰. Hence, the most important characteristic of the individual – the social condition of person, all one's manifestations associated with the life of the surrounding people. L.S. Vygotsky expressed the view that development was carried out in an inseparable internal connection with education, in the course of its progressive movement. “The cooperation of a child and an adult – a central point in the educational process, because the mental development of the child is carried out through the formation of its higher mental functions with the help and with the participation of adults, that is, through the development of children”²¹.

We consider social formation of personality as a complex process of adaptation of the younger generation to life, a certain social community. Therefore, in psychological and pedagogical publications, social maturity of a person is more often interpreted as a holistic cycle of individual development of a person, which includes childhood, youth and old age. This implies that there is a point of reference – the minimum social maturity of the individual²². Personality is considered by pedagogues as an individual, specific entity. In philosophy, “singular” (separate, individual) refers to a concept that captures individual things, phenomena, which in turn are characterized by the corresponding spatial and temporal

¹⁷ B.M. Aitbayeva, A.M. Maulenova, Z.B. Akhmetzhanova, Z.A. Kenzhebekova, B.O. Rakhimbayeva, “Sustainable development of educational institutions in the context of the introduction of elements of distance education in the learning process”, in *Periodico Tebe Quimica*, 2019, vol. 16, no. 33, p. 404-422.

¹⁸ L.S. Vygotsky, *Selected psychological studies*, APN RSFSR Publishing, Moscow, 1956.

¹⁹ N.K. Sartbekova, N.A. Radzhapova, A.Zh. Azhibayeva, A.A. Umarbekova, A.N. Dzhuzbayeva, “History and development of arts and crafts of Kyrgyzstan”, *Astra Salvensis*, 2019, no. 1, p. 25-31.

²⁰ A.V. Alekseev, A.V. Lenets, “Directive abbreviations as a component of modern virtual communication (as exemplified in English and German languages)”, in *Novosibirsk State Pedagogical University Bulletin*, 2017, vol. 7, no. 2, p. 98-110.

²¹ L.S. Vygotsky, *Psychology of art*, Feniks, Rostov-on-Don, 1998.

²² V.V. Radul, *Teacher's personality social maturity: factors of formation*, Vyshcha Shkola, Kyiv, 2008.

boundaries, corresponding to the quality. “The individual exists only in a separate, which is the dialectical unity of the individual and the general”²³. The existence of an individual can be imagined as the unity of a variety of existing social phenomena. According to the concept of E. V. Ilyenkov, “body” of a person who acts as a person – is its organic body, together with those artificial organs, which it forms from the substance of the external nature, “elongating” and repeatedly increasing the natural organs of its body and thereby complicating their mutual relations with other individuals, revealing their “essence”²⁴.

By the nature, the person as a social entity, at the same time reproduces the imprint of the biological organization of human. Necessary and sufficient condition for the birth of a person is a social factor, where the participation of human in public life, their relationship with other people are characterized by activity, self-expression and self-determination. These personality qualities determine the degree of social maturity of the individual²⁵. The definition of the problem of a socially mature person through the prism of the interconnection of external and internal influences on the development is associated with the actualization of ideological issues, and also, to a large extent, with the tasks of taking into account the increasing importance of the subjective factor in social life, which find expression in research the ratio of personality and society, personality as a subject of culture, in attempts to build a personality theory and the pedagogical aspect of its implementation. From how socially mature is a person, so they will determine their existence in real life²⁶.

The credible reality in which a person exists is the one that historically appeared as a set of forms of joint activity, within which the wealth of material and spiritual value of culture is stored and transmitted from generation to generation and accumulated by humankind. Cultural development of a person, according to L.S. Vygotsky, is realized in a certain sequence: “Any psychic function necessarily passes an external stage in the development because it is an initial social function”²⁷. Consequently, close interpersonal contacts are established in connection

²³ F.V. Konstantinov (ed.), *Philosophical encyclopedia (vol. 5)*, Sovetskaya Encyclopedia, Moscow, 1970.

²⁴ E.V. Ilyenkov, “What is a personality?”, in R.I. Kosolapova (ed.), *How Does a Personality Begin*, Politizdat, Moscow, 1984.

²⁵ Zh.-P. Sartre, *Being and nothing. Experience of phenomenological ontology*, Progress, Moscow, 2000.

²⁶ K. Goldstein, *Human nature in the light of psychopathology*, Harvard University Press, Cambridge, 2014.

²⁷ L.S. Vygotsky, *Psychology of art*, Feniks, Rostov-on-Don, 1998.

with the greater penetration of people's interactions. On this basis, there is an increase in the independence of the young person, the complication of their inner world and the formation of their properties. According to the characteristics by O.G. Asmolov, "activity determines the personality, but the person chooses the activity that determines it"²⁸. Therefore, at each age stage, it is necessary to form a complex, multidimensional activity, rather a dynamic system of activities, each of which solves its special task that meets social expectations.

Human activity is realized in three spheres characteristic to them – labor, communication and cognition²⁹. Therefore, when determining the main activity, it is necessary to indicate the three sides of its content, which is achieved by establishing the ratio of the three types of activity, rather than emphasizing one of them. We proceed from the division not onto material and spiritual culture, but rather onto the kinds: moral, labor, political, ecological, etc. This implies the unity of material and spiritual. In the process of mastering the individual culture, which is the basis worldview achieved purposeful formation of socially significant qualities, especially social activity, responsibility and self-determination. It is these personality traits that ensure the inclusion of a person in a real-life reality³⁰. On the basis of this mechanism, the transfer of wealth of material and spiritual culture, accumulated by humanity, from generation to generation, along with the formation of new cultural values is achieved³¹.

When forming the social maturity of a person, a certain system of personality orientation for the values available in society is developed³². The essence of the problem of constructing a value orientation model is to isolate that property of the system of "personality – society", which is system-based. The most important for a person are social installations, which determine the purpose and means of its activities³³. The growth of levels of organization of personality necessarily leads to a change in the

²⁸ A.G. Asmolov, *Psychology of personality*, MGU Publishing, Moscow, 1990.

²⁹ K.K. Platonov, *A brief vocabulary of psychological concepts system*, Vysshaya Shkola, Moscow, 1984.

³⁰ K. Levin, "The relationship of local education systems with the nationwide", in L.P. Buevoy, L.I. Novikovoy, G.N. Filonova (eds.), *Theory of Education Problems. Part.1. Upbringing as a Subject of Study*, Pedagogika, Moscow, 1974.

³¹ T.V. Portnova, "Principles and opportunities of the study of pictorial heritage in the practice of choreographic education", in *Journal of Siberian Federal University – Humanities and Social Sciences*, 2018, vol. 11, no. 12, p. 2043-2055.

³² K.R. Nurgali, J.K. Kishkenbaeva, "Nomadism as a way of life in the Kazakh literature and culture by the example of the modern Kazakh novels", in *Life Science Journal*, 2013, vol. 10, no. 12, p. 738-741.

³³ V. Frankl, *Human in search of meaning*, Progress, Moscow, 1990.

purpose of life, set by the person. Any level of higher order (quality) is manifested in the self-determination of person³⁴. An important socio-psychological regularity, personality development is that the person is the carrier and the spokesman for social and collegial interests. Nevertheless, one can be their conscious subject only at a certain level of social maturity, when the person self-determined and in this regard, improves the activity and increases responsibility. Thus, the scientific problem of our research is to determine the qualitative changes in the personality under the influence of various factors.

Materials and methods

In a pedagogical study of social maturity of an individual it is not enough to only register the final process. It is necessary to establish how a person achieves the final result and why one or the other situation helps or prevents the person to realize the appropriate qualities in a particular activity. To determine the level of formation of social maturity of the individual M.P. Lebedyk proposed uniform for all young people diagnostic method where by studying the degree of detection of each of the three characteristics criterion results in the comparative analysis is advisable to show as a quantitative index³⁵. According to this method, an index is given by the analytic function:

$$I = F(x_i), \tag{1}$$

where I is the index; x_i is the set of empirical indicators; F is the conversion symbol to which subjects the set x_i during the conversion into an index.

During the study, a modified version of the experiment “ex post facto” was used, the essence of which was to align the groups of young teachers under study. In the process of alignment, we took into account the year and place of birth of young teachers, marital status, gender, the presence of social experience. In the studies, the difference between the index and the indicator is that the index makes it possible to compare indicators that are directly disproportionate. The index as a form of

³⁴ Z. Freyd, *Psychoanalysis. Religion. Culture*, Progress, Moscow, 1992.

³⁵ M.P. Lebedyk, *Public evaluation of pedagogical university students based on personality's social maturity*, PGPI, Poltava, 1987.

generalization of a number of indicators is an estimated normalized number³⁶.

Quantitative criteria are experimentally separated intervals of the values of social activity indices, responsibility and self-determination ones of the individual. The variants of their combination form a specific number of levels of formation of social maturity of the individual. Experimental values of each index vary from 1 to 5. We allocate three intervals of numerical values of the index as “high”, “average”, and “low”. Frames of these intervals characterize a certain level of social maturity of the individual, which has a quantitative and qualitative explanation. The first (“high”) level of formation of social maturity of a person characterizes it, if within the frame of values “high interval” falls at least one of the values of the indices – self-determination, activity or responsibility (5.0-4.01). The second (“average”) level of formation of social maturity of a person characterizes the future specialist, if within the limits of values of the “average interval” falls at least one of the values of the indices of self-determination, activity and responsibility (4.0-3.01). The third (“low”) level of social maturity of a personality of a future specialist characterizes one if the values of the above-mentioned three do not fall into any of the two intervals mentioned above (3.0-1.4). The content of the criteria is theoretically derived from the social position of the individual and the social situation in which their social maturity is formed. It is the dynamism of social position that involves criteria that are specified through the content of social self-determination, social activity and social responsibility in the structure of the individual and one’s practical activities.

Qualitative content of the criteria: 1) social self-determination (desire to obtain a specialty; realization of potential personality opportunities in certain types of activities; detection of resistance to pressure from the micro-environment of life; use of group opportunities (micro-environment of life) for the realization of their goals; adequate comparison with public opinion); 2) social activity (striving for personal self-realization; desire to be useful to other people; striving for leadership in the micro-environment of life; desire to actively influence the micro-environment of life); 3) social responsibility (the desire to master sufficient professional knowledge; consideration of public opinion about one’s activities; cheer for an entrusted case; realization of one’s own social position).

³⁶ R.O. Liashenko, “Category characteristics of personality self-determination”, in *Innovative Solutions in Modern Science*, 2017, vol. 2, no. 11, p. 1-14.

Distribution of respondents by the above three levels of formation of social maturity allows us to study, on the one hand, the reasons for their penetration into the selective aggregate content of the allocated level, and, on the other hand, to determine the reasons for moving it from one level of development to another level. Pedagogical experiment of determining young teacher's social maturity has been multi-leveled and multidimensional. The essence of the experiment is in formation of two groups of schools, where the first group – are experimental Kropyvnytskyi schools 5, 11, 21, and the second one – control Kropyvnytskyi schools 34, 16, 24, 32. In the schools belonging to the first group, conditions of intensive formation of young teacher's social maturity, which are: formation of the latter in the collective; influence of pupil's social maturity onto growth of social maturity of teacher's personality; continuous qualification raise; dependence of young teacher's social maturity on the pedagogical culture. The control group comprise the schools in which the above stated conditions were for different reasons not realized. Within the frame of the first school group, there were organized special stimuli (kinds of activity) to which young teachers were involved. Accordingly, to the second group such stimuli were not applied. The stimuli are specially arranged conditions of dependence. In our research, we have applied a method of stereo questionnaires. It lies in creating questionnaires from the selected statements, which are filled in by the respondents themselves, as well as receiving answers from the corresponding administrations of the schools and colleagues for the set questions. Subsequently, comparison of the own answers (self-assessment) with the experts' ones.

Results

The main conclusion that exists in most research studies, which are directly related to the concept of “social maturity of the individual”, is the conclusion that the person is the subject of human activity, which in turn is aimed at transformation of the surrounding reality³⁷. The definition of the problem of a socially mature person through the prism of the interconnection of external and internal influences on its development is associated with the actualization of ideological issues, and also, to a large extent, with the tasks of taking into account the increasing importance of the subjective factor in social life, which find expression in research the

³⁷ G.V. Anatolyevna, S. Butt, G.R. Thakur, S. Zaheer, Y.F.M. Kra, N.K. Baah, B.K. Baffour, M. Usman, “Using mobile technology in modern teaching”, in *International Journal of Mechanical Engineering and Technology*, 2018, vol. 9, no. 9, p. 1550-1556.

ratio of personality and society, personality as a subject of culture, in attempts to build a personality theory and the pedagogical aspect of its implementation. From how socially mature is a person, so they will determine their existence in real life³⁸. The growth of levels of organization of personality necessarily leads to a change in the purpose of life, set by a person. Any level of higher order (quality) is manifested in the self-determination of the person. An important socio-psychological regularity, personality development is that the person is the carrier and the spokesman for social and collegial interests. Nevertheless, it can be their conscious subject only at a certain level of social maturity, when the person is self-determined and in this regard improves its activity and raises responsibility.

The study of dynamics of the development of social maturity of the individual (on the example of pedagogues and students) has been performed by us for a long period of time (1995-2017). According to the results of the nth diagnostic section of personal development of young teachers of a number of schools of Kirovograd region, conducted during 1995-2017 years, the highest values of social maturity in schools have those young teachers who actively influence the development of the school environment. For comparative analysis, we use the diagnostic sections of 2010-2011 and 2017 (Table 1).

Table 1: Frequency distribution of young teachers with the indicated intervals of the social maturity index (ISM) as of: section I-January 2010, section II-January 2017

Young teachers who are actively influencing the environment (N = 120 people)	Section I	-	-	14	8	17	14	17	32	18
Young teachers who are actively influencing the environment (N = 120 people)	Section II	-	-	4	4	6	11	16	22	57
Young teachers who are not actively influencing the environment (N = 120 people)	Section I	-	4	7	18	27	34	14	11	5

³⁸ V.I. Mulyar, *Personality's self-realization as a social process: (methodological, sociological aspect)*, T. Shevchenko KGU, Kiev, 1990.

Young teachers who are not actively influencing the environment (N = 120 people)	Section II	-	-	4	9	17	13	49	16	12
Scale of intervals (Index of social maturity)		1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0

Diagnostic section in 2017 showed that the index of general social maturity of young teachers who form the environment, is growing much faster compared to young teachers who make up the control group (experimental results). Diagnostic section of 2017 was made mainly with young teachers who were part of the sampled diagnostic segment of 2010. Experimental work has been carried out since 1989. During this period, eleven diagnostic sections were conducted. We used the results of the first sections as a zero section. We use the following sections directly in the study. The results of the study indicate that with each subsequent year of activity in the school a prerequisite is created for the formation of the young teacher’s social maturity, their self-realization. The most noticeable influence the school environment makes on the formation of features, which is one of the main conditions for improving self-realization of the individual – the ability to organize their own work. Self-determination has a close connection with life, in particular the social position of the personality of a young person. The problem of upbringing the social maturity of a person touches upon the issue of their formation, depending on the purposeful pedagogical influence. Self-determination can be structurally distinguished as social, professional, socio-political, family, communication respectfully to the main spheres of life. The central here is, in the scholar’s opinion, is social self-determination which he defines as “integration of youth into the main components of the social structure of society”. Additionally, he accentuates that social self-determination is directly related to the vocational choice, resulting not only in a profession, but also a new social microenvironment which young people enter³⁹. Social self-determination includes life’s self-determination. From the data it follows that the activity of young teachers in creating a pedagogical environment of their school is an effective factor in the intensification of the formation of social maturity of their personality.

A socially mature person realizes the social self-determination, and through it, responsibility and activity in the process of interaction with the

³⁹ V.F. Safin, *Psychology of personality self-determination*, Sverdlovskiy Ped Institut, Sverdlovsk, 1986.

outside world. The source of such activity is social needs. In social needs, there is a certain state of the psyche. To restore the performed by the psyche achievements and disadvantages, it is necessary to restore the costs of the respective forces by identifying social activity, depending on a certain level of social self-determination of the personality of the person. In society, these needs largely depend on the content of the education received, on the impact of the surrounding social environment⁴⁰. Proceeding from the fact that the social maturity of the person is manifested in the presence of logical interconnections of social self-determination of young people, their social activity and social responsibility, we believe that this condition of social maturity determines the level of development of the individual, depending on the development of society. According to some authors, social activity “expresses the level of implementation of the functional features of social community, the level of general social identity, its internal need”⁴¹. Such a state of its elements is determined precisely by the fact that self-determination, activity and responsibility can be realized in practical activity in the presence of relationships between new formations of personality. The concept of integrity and social maturity in relation to personality characterizes various aspects of the process of human development. The target personality is characterized by a consistent correspondence of consciousness and activity, the coherence of the components of its motivational core (needs, interests, goals, values orientations, ideals), the unity of social and psychological qualities⁴².

Discussion

As it follows from the above stated experimental data, second diagnostic section has shown that the generalized index of social maturity of young teachers forming the environment grows at a much faster rate than young teachers who make up the control group, as shown in Table 2. From the data in Table 2, it follows that the activity of young teachers in creating a pedagogical environment of their school is an effective factor in the intensification of the individual social maturity formation.

⁴⁰ E. Fromm, *Human for oneself*, Progress, Moscow, 1992.

⁴¹ B.V. Novikov, *Social activity as a measure of personality self-activity*, Nauka, Kiev, 1989.

⁴² E. Dyurkgeym, *Sociology. Its subject, method, purpose*, Kanon, Moscow, 1995.

Table 2: The generalized index values of social maturity of subgroups of young teachers who actively influenced and did not influence the environment (in absolute terms), as of January 2017

Young teachers who are actively influencing the environment (N = 120 people)	Young teachers who are not influencing the environment (N = 120 people)
4.67	3.84

The school environment we are investigating is primary with respect to the school and teachers in particular. Unlike the informal association, the school environment is formal. Socially important tasks that are inherent in any formal group, are realized through the real participation of members of the group in various activities. These activities are both specific and nonspecific for the social role that this group performs. For the school environment specific educational and cognitive activities⁴³, educational activities, non-specific – social work, joint rest. It is important to emphasize that such a division is arbitrary, since non-specific kinds can be entirely attributed to specific. Thus, such a circumstance has led us to an experimental study of the extent to which each young teacher is involved in these activities in the life of the school environment.

The results of the study indicate that with each subsequent year of activity in the school a prerequisite is created for the formation of the young teacher's social maturity and the self-realization. The most noticeable influence the school environment makes on the formation of features, which is one of the main conditions for improving self-realization of the individual – the ability to organize their own work. The activity of the individual is a unity of reflection of the expression and realization of the external and internal tendencies of society. It is a socially mature person who can consistently demonstrate the valuable mode of modeling, the content of socially significant activity, communication and behavior, in which the person acquires the possibility of an independent existence of the system in the interpersonal space. In the process of formation of social activity, the person actively seeks, creates and transforms the conditions of satisfaction of socially important needs in accordance with the position of the individual, the values and the demands placed on one. Social activity acts as a personal way of comparing oneself with other

⁴³ R.R. Anamova, L.G. Nartova, "Geometric spatial ability as an element of cognitive learning process", *Periodico Tche Quimica*, 2019, vol. 16, no. 32, p. 542-550.

people, defining its position and thereby characterizing social self-determination⁴⁴.

Socialization takes place throughout human life. Therefore, social maturity is a characteristic of the influence of the process of socialization on the integral development of the individual. Social maturity is unthinkable without the process of socialization of the human individual. In the most general terms, socialization is considered to be “a process in which a human being acquires the qualities that are necessary for them to live in society”⁴⁵ as “a process of assimilating an individual’s experience of social life”⁴⁶. Personality must constantly participate in the process of socialization, which is characterized by the property of infinity related to life, or the physical existence of the human individual. As a pedagogical phenomenon, the social maturity of a person is manifested when the development is studied in connection with the content of the objective and subjective factors that predetermine it.

Almost all changes in the structure of social maturity of the individual occur in a certain order in connection with the purpose of education. Therefore, researchers are not interested in the development of new formations in the structure of the individual, and their dependence on the system of pedagogical influences in unity with the factors of the social environment, which predetermine them. In this regard, the social maturity of the individual is characterized primarily by those qualities that activate the self-regulation of social behavior and human activities in specific socio-historical conditions. In the pedagogical analysis of the category of “social maturity of the individual” we proceed from the statement that the unity of the world and its evaluation are determined ultimately its practical, transformative activity as an active subject of social processes. In the study of the effectiveness of the system of pedagogical influences as the main indicator of holistic development of the individual should be a category that can be compared with the overall influence of the social environment in relation to education. Such a category is the social maturity of the individual. The social maturity of a person includes by volume the concept of “education”, since it reflects the connection

⁴⁴ K. Krayg, *Developmental psychology*, Piter, Saint Petersburg, 2000.

⁴⁵ I.S. Kon, *In search of self: personality and self-awareness*, Politizdat, Moscow, 1984.

⁴⁶ F.V. Konstantinov (ed.), *Philosophical encyclopedia (vol. 5)*, Sovetskaya Encyclopedia, Moscow, 1970.

with the content of the local system of education of an educational institution⁴⁷.

In the concept of “social maturity of the individual”, we use the following definition: “social maturity of a young person who enters an independent working life, regarded by pedagogues as a certain state of the individual. As a scientific category, social maturity is a generalized description of a holistic personality development, reflecting the fact the young person learned the content of cultures, primarily moral and professional, and allows purposefully perform basic functions in the field of social work, communication and cognition. The integrity of social maturity of the individual student and graduate is achieved by the interaction of its three components – social self-determination, social activity and social responsibility”⁴⁸. Therefore, maturity of personality is a category that describes the effectiveness of public education of the young generation considering the interaction of learning environment and educational factors and conditions that create it. On the one hand, the growth of consciousness, self-consciousness, self-determination of the person nowadays, the complication of the situation and the expansion of the space of their effective functioning – on the other, stimulates an increase in the needs of person in the allocation, determination and affirmation of oneself in society, in the realization of their capabilities, creative abilities and recognition⁴⁹. However, from the internal position a social maturity is a personal new formation, which leads to the formation of a person as a whole, the performance of self-realization and optimal trajectories of individual achievement as the acme levels of self-realization⁵⁰. The high level of social maturity allows a person to comprehend the process of self-development as a vital value, to create conditions for self-perfection and self-realization in the process of life, to know, to analyze, to creatively identify their self.

⁴⁷ V. Kulikova, K. Iklassova, A. Kazanbayeva, “Development of a decisionmaking method to form the indicators for a university development plan”, in *Eastern-European Journal of Enterprise Technologies*, 2019, vol. 3, no. 3, p. 12-21.

⁴⁸ F.V. Konstantinov (ed.), *Philosophical encyclopedia (vol. 5)*, Sovetskaya Encyclopedia, Moscow, 1970.

⁴⁹ T. Portnova, “Genre and style interaction in solutions staged ballets of the nineteenth, twentieth centuries”, in *Astra Salvensis*, 2018, vol. 6, no. 12, p. 689-694.

⁵⁰ T.V. Portnova, “Historical aspects of project technologies development and opportunities for their use in scenic arts”, in *Space and Culture, India*, 2018, vol. 6, no. 4, p. 48-56. Dana Shayakhmetova, Aigul Baituova, Kazyna Bekbenbetova, Dosbol Isla, Saule Yerzhanova, „The development of teacher’s multicultural competence in the context of modern higher education,” in *Astra Salvensis*, V (2017), no. 12, p. 281.

Investigating the problem of the formation of social maturity of the individual, we have shown that while forming the social maturity of a person, a certain system of personality orientations for the values available in society is developed. The essence of the problem of constructing a model of value orientations of the individual is to isolate that property of the system of “personality – society”, which is system-based. The most important for a person are social installations, which determine the purpose and means of their activities. To study experience of young teacher’s social maturity formation we have used the comparative analysis of young teacher’s social maturity frequency division of indices and its contents, depending on the presence of influence on development of the school environment. To analyze interrelation between school collective development and young teacher’s social maturity formation, we have use a value-related mutual influence. In the experimental work we have performed research of young teacher’s social maturity formation as a part of a local social micro structure, which is the school collective.

Social activity, responsibility and self-determination make it possible to talk about the social maturity of the individual as an organic unity of these personality traits at a higher level of development. The use of diagnostic techniques and sociological tools allowed us to define the life self-determination of the young people who are studying as the one mainly characterized by the professional orientation, which is connected with the purpose of becoming a skillful worker and to get out of the situation of “inferiority” as a member of society. Social self-determination in its turn characterizes a person as the personality. This determines the individuality, value, professional orientation, etc. Person strives to make the right life choice, and at the same time to influence the processes of society’s vital functions at a certain level of their competence, to feel the influence of society⁵¹.

Social maturity reveals itself first not in the level of human knowledge, although the socially necessary level of education is a condition for the achievement of social maturity. Its real manifestation is human activity. Describing a socially mature person, one cannot imagine it as a certain line, reaching the level of which a person forever remains

⁵¹ N.N. Aleksandrova, L. Sluchayna, “Formation of research competence of future economists in the process of mastering foreign languages”, in *Journal of Advanced Research in Law and Economics*, vol. 9, no. 8, p. 2517-2529. Alefina Golovchun, Beibitkul Karimova, Maira Zhunissova, Gulaim Ospankulova, Kuralay Mukhamadi, „Content And Language Integrated Learning In Terms Of Multilingualism: Kazakhstani Experience,” in *Astra Salvensis*, V (2017), no. 12, p. 300.

socially mature. Social maturity is the result of a complex process of education and self-education of the individual. Moreover, if a person stops working on oneself, then after a certain period of time, they will be away from others in the level of their overall development, and, consequently, they will be no longer able to be socially mature. Considering the peculiarities of the concept of “social maturity of the individual”, it is necessary to present a system of influences, which is carried out by society on the process of formation. Such an idea is primarily directed at the disclosure of personal starting points, both in shaping the peculiarities of social maturity, and in their real manifestation at all levels of development, in all mechanisms of education and human behavior. This means that in the pedagogical analysis the maturity of the individual acts as the refraction through the individuality of the typical features of social heterogeneity of society.

Maturity of a person is a category that characterizes the effectiveness of social upbringing of the younger generation⁵², taking into account the interaction of the learning environment with its educational factors and conditions surrounding them. Social maturity is the result of the formation of these qualities in the individual by means of education in the context of a particular social environment, which is materialized in a socially significant activity. Social maturity as a level of personality development is determined by the whole set of their activities. Depending on the field of expression, social maturity is a certain ability of the individual to interact with the environment, which allows it to effectively occupy the corresponding place in the structure of primary formations. In a person that effectively forms social maturity, qualities such as the ability to self-transcendence, responsibility for self-realization and readiness for self-development and self-recovery, the constant emergence of new forms and ways to meet the need for self-realization are formed. These personal qualities are conditioned, on the one hand, by the level of social and professional maturity, but on the other hand, they act as determinants of effectiveness in achieving acme and self-realization.

⁵² Cf. Iuliu-Marius Morariu, "L'androgyne chez Platon et Mircea Eliade," in *Astra Salvensis*, VI (2018), Special Issue, p. 1031.