

THE EDUCABLENESS. THE FACTORS THAT PRODUCE THE EVOLUTION OF THE HUMAN BEING

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The development of the human personality cannot be explained in the terms of one single factor. Consequently, none of the development factors does dispose of unlimited possibilities, the role of each of them depending on the other ones. Essentially for the educators is to know if the limits met in the psycho-intellectual development of one or other individual are predominantly imposed by genetic or external factors. Depending on this thing, the educator has to organize and carrying on the educational activity.

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1. The educableness concept

The educableness represents a fundamental concept of pedagogy, designating the human capacity to be receptive at the educative influences, correlating: the force exercised by education in the building up of the human personality; the availability of the human being (of the child especially) to be receptive at the education influences; the intensification, amplification of the personal competences and characteristics that allow the individual to learn efficiently and permanently.

These significations of the term correspond to the phases of the conceptions evolution about education. In the first phase, the pedagogical conceptions gave a determinant role in the building up of the personality, the education being looked especially like heteroeducation, coming from other person (or from outside, with the accent on educator, content, education method, to inside, referring to the educated individual, with specific aptitudes and interests).

An increased attention for the educated person, for child appeared towards the end of the nineteen century. It was studied the measure in which he can be receptive at the exterior educational influences; the educableness being understood in its second sense, emphasizing the capacities and availabilities of the educated person. Closer to the actual stage, this approach became more conspicuous achieving at the third meaning: the amplification of the individual capacities to be habby by the education influences, through the amplification of the receptivity for the study of each individual.

The educableness is defined as: « the human being capacity to be receptive at the educative influences and to achieve progressive accumulations concretized in different structures of personalities on this way»; «the capacity specific to the human mental condition to adapt herself structurally and informationally under the influence of the social and educational agents»; «the possible capacity to educate and to be educated»; « a characteristic of the human being that designates her capacity to pedagogical development. The pedagogical development is the result of the educational actios and influences that assure the progressive, permanent and continuous evolution of the human personality in psychological and social field». (Elisabeta Voiculescu, Pre-school pedagogy, Aramis Publisher, Bucharest, 2003, pages 20-21).

At the question if the educableness is a general – human characteristic, the answer is affirmative. In large sense, the educableness represents the capacity of the human being to benefit from the educative action and to achieve progressive accumulations in behaviour level on this way. A position like this is also met at the Franch pedagogue R. Planchard who sustains that «the postulate included in education is the educableness, that's equivalent to that human being virtue to persevere in her existence, to attain experience and to achieve the perfection according to her skills».

Therefore, the educableness looks to the individual as educable human being, as human being that shapes herself structurally and informationally under the conjugal and interdependent action of a complex of internal and external factors characterized by a constant intercorrelation, but with variable weight. Some authors (R. H. Dave, A. J. Cropley) plead for an operational approach of the educableness concept, resorting to the description of the individual characteristics that allow and condition the development of the

human being personality. These characteristics facilitate a planned, efficient and continuous learning activity.

In such perspective, the individual is educable at the superior parameters only in the measure in which, in addition to the control of different learning modalities and strategies, of the intellectual abilities and skills types to whom we referred above, he see himself as type of person for which is natural to learn in any circumstance or environment situations. In other words, whatsoever it is about the conditions favourable for learning or external pressure, the individual has to manifest a personal desire to learn, including also here to make the necessary effort for this.

On the other way, in the context of a permanent education, specific to the contemporary age, the high level of the educableness can be opened both through the individual characteristics, and through the socio-educational activity forms and institutions that put in a concrete form, develop and confer superior qualities to the individual capacities to learn efficiently, to obtain high performances in the knowledge process and in the practical applications. In such context, the educableness means the opening to new and the capability to capitalize the new, flexibility in expound and in the constructive and innovating thinking (Sorin Cristea, Pedagogics Dictionary, International Letter Publisher, Chişinău-Bucharest, 2000, page 25).

2. The heredity – natural premise of the child psycho individual development

The heredity is a biological feature of the living organisms that consists in an ensemble of morphofunctional schemes that are sent from the precursors to their successors through the genetic mechanisms. The hereditary nature of the individual results from the combination of the genetic units came on the maternal line with the ones on the paternal line. The genetic inheritance is practically unrepeatably from an individual to the other, exception being the one-vitelline twins and monozygotic twins who have the same genotype. Of course, the differences between them appear due to the education and environment influences. (Gh. Tomşa, M. Chelaru, C. Ilade, Pre-school and school psycho-pedagogy, C.N.I. „Coresi” S.A. Publisher, Bucharest, 2005, pages 25, 26).

The researches from the contemporaneous genetics field demonstrated that the material sublayer of the heredity is composed of chromosomes, genes and nucleic acids (ribonucleic acid and desoxyribonucleic acid). The desoxyribonucleic acid has the decisive role in the storage and sending of the hereditary information. The desoxyribonucleic acid determines the structure of ribonucleic acid and the last one determines the structure of the proteins (fundamental elements for life and organisms evolution).

There are two types of heredity: general or of species heredity and private or of individual heredity. At the human species, the general heredity names the human capacity to bring human being into the world. It consists in a serial of features of the human species like: the anatomo-physiological structure of the organism; some characteristics of the nervous system; the type of metabolism; the biped position; the possibility of language appearance. The particular heredity designates the human individuals' capacity to send certain individual characteristics to the successors. This includes a serial of elements like: anatomical-morphological characteristics (the colour and pigmentation of the skin, the eyes colour and hair colour), finger prints, blood group; anatomical physiological characteristics that depend on the neuraxis.

The assembly of the characters sent hereditarily or the totality of the genes with which the individual is born is named genotype. The result of the interaction among the genotype and the environment influences constitutes the phenotype. Consequently, the genotype is strictly hereditary while the phenotype is the product of both the heredity and environment. Generally speaking, the hereditary inheritance or the genotype appears as a complex of predispositions and potentialities and what belongs with the individual heredity can be expressed in different age period or can remain in the state of latency during the life time if certain activating factors from environment do not intervene.

From the point of view of educableness, only a certain part of the human genotype is interesting, namely the part that offers the hereditary premises of the psychical development. It is about the so-named natural predispositions of the personality development, named genetically anatomical-psychological particularities of some organs or subsystems from organism: a) anatomical-psychological particularities of the neuraxis and of the superior nervous activities (the type of nervous system, nervous system plasticity and dynamics of the fundamental nervous processes); b) anatomical-psychological particularities of the sense organs or sensorial particularities; c) somatic particularities, that belong with the organism constitution; temperamental particularities.

Conclusively, the heredity, through «the time table» of the growing and maturation processes, «create the premises of some moments of optimum intensity from the educative environment side, in the so-named sensitive or critical periods». The anticipation or loss of the respective periods can be proved as inefficient (i.e.: learning of walking or language, forming of thinking operations). At the same time, the role of heredity is not manifested in the same measure in all the components of the psychological life, in that some ones have strongly the impression of the heredity (the temper, qualifications, emotiveness, psychic pathology), while others have in a less measure the heredity impression (attitudes, will and character).

3. The environment – socio-human frame of the psycho-individual development

In the large meaning, we understand the environment as the totality of the material and social conditions that assure the frame for the existence and development of the human being. Within the environment, two main components are distinguished: the natural or physical environment and social or sociocultural environment. The natural or geographical environment (physical) is the natural frame where the human being's material life is carried on.

It designates the totality of the bioclimatical conditions in which the human being lives (relief, climate, water, flora and fauna). These conditions offer different possibilities for the development of the individual and society. The natural or geographical environment is at the base of some organic modifications (biological maturation, body constitution, skin colour), as well as at the base of adopting of a certain life style. Regarding to the alimentation, clothing, occupations, it was considered a lot of time that the influence of the physical-geographical environment was big on the first rungs of the individual society development ladder, then, this influence would have been reduced step by step together with the development and improvement of the production means.

According to some more recent opinions, the influence of the natural environment does not disappear, but it is manifested in new forms, specific to the contemporan technological civilization (degradation of ecologic equilibrium, pollution of environment). The social environment contains the totality of the economical, political and cultural conditions in which the individual lives and works – the production modality, division of labour, national structure, natural structure, socio-political organization, culture, the relations and institutions within the society.

All these elements put their impression on the personality development. On the whole, the social environment allows the humanization and socialization of the individual. Outside the social environment, the individual remains at his initial biological condition and evolutes on the line of acquisition the compartments from the animal world. More elements enter the sphere of the social environment, namely: family environment, social institutions - where an essential place is occupied by the school – and the spontaneous or diffuse influences.

Undoubtedly, the child development process starts in the family environment which is a social, cultural and emotional environment simultaneously. It influences the psychic development in decisive way in the first life years of the child. The main elements of this environment with educative incidences are: the socio-economical statute of the family; the socio-cultural statute; the family structure (number of children, generations and sexes); the relational structure (intrafamily relations, educative practices and attitudes); emotional climate (the quality and dosage of the emotional relations between parents, among parents and children, among children); the parents' aspirations and motivations level.

Certainly, the influence of these elements is not identical. For instance, the socio-economical statute of the family has a more reduced influence than the socio-cultural, attitude and emotional normality aspects. At the same time, the language from the family environment and the communication quality has a special role regarding to the cultural factor. The importance of the family environment for the development bases outlining of the child personality is firstly given by the triple dependence of the child compared to the family: biological, social, educational.

On the whole, the contribution of the social environment in the child's forming and development process has three important aspects: The social environment keeps and stores the human experience materialized in the education phenomena. From this point of view, the social environment represents a virtual potentiality for the individual personality development. The social environment initiates and updates the individual natural predispositions. The development of the psychic processes and qualities is a resultant of the co-operation and interaction between heredity and environment.

The weight of the two factors is different, depending on the psychic component taken into account and the level reached in its development. The environment factors are structured somehow binary, in that they are presented to the individual both as physical realities concretized in the persons and objects which surround him, and as «ensemble of relations and significants which make up, through introspection, the substance itself, the building material necessary for the psychic development» (Cerghiț, I., *Interactive educational strategies*, Polirom Publisher, Iași, 2006, page 53).

The social environment offers unlimited possibilities with the view to valorization the native predispositions of the individual. Endless possibilities offered by the environment correspond to a genetic diversity. The environment factors that are present, but indifferent to the individual are inert from the development perspective. The essential condition of the development is that those factors act on individual who to react at his turn, going into interaction as base of his own activity.

The diversity of the environment contents, forms and means in which these contents are presented, introduced the concept of «development niche » by Super and Harkness. Conclusively, although the action of the environment is aleatory on the whole, it can be, in the same measure, both a chance and a brake or even a blocking of the development.

4. The education – decisive factor of the psycho-individual development

Under the conditions in which the heredity and environment are compulsory factors, aleatory contributions in the process of the ontogenetic development, the society has developed and improved a special mechanism for the reducing of the unpredictable and the increasing of the control on the psycho individual development process. This specific mechanism is the education which represents the binding agent between the development potentiality given by the heredity and the endless possibilities of the social environment.

On the whole, the contribution of the education in the process of the personality forming and development presents few fundamental aspects. The education joins the environment influences and the individual hereditary variables in various forms. It makes the mediation between what would be asked (the heredity) under the aspect of contents, moment, intensity, duration, forms and what is offered (the environment conditions). The educative action harmonizes the request and offer, namely the oneness of the individual heredity and the singleness of the environment constellations. This thing is not quite easy, considering the fact that the education has to orientate and put in the right direction the personality development to the achievement of the educational ideal settled in the respective historic stage.

The education creates itself the premises of its efficiency. As external conscious factor of the development, the education elaborates itself external conditions (psychosocial personality features and individual experience) favourable for its action, but at the same time, it also organizes the necessary external conditions (contents, means, forms). In the process of personality development, the external factors act through the internal ones all the time and individual experience is gathered as a result of this process; at its turn, this individual experience becomes internal condition and premise of the subsequent educational action.

The education offers the social historical experience in an organized, systematic and selective way. Through its selection and transmitting function of the cultural social values, the education offers the possibility to know and understand the circumstances and social conditions to the human being. The development can be produced only if an optimum situation is maintained between what is possible, wanted and known by the individual at a certain moment and what is offered to him. The social educational offer has to be thought-provoking all the time and to have a little higher level than the respective individual can, wants and knows.

The education finds out and marks the difference of the native individual potencies in an organized and systematic way. On the base of the elements discovered further to the individual personality knowledge, the education allows the building of some qualities, psychic capacities and personality features. At the same time, some native disposals can be corrected in certain limits by education, according to the education ideal requests.

The education offers the possibility to accelerate the development process of the individual personality. This thing is possible under the organizing and carrying on conditions of an intensive, correct and efficient educational activity. Simultaneously, it is taken into account the continuous modernization and perfecting of the education on the line of the institutional organization, contents, didactic methodologies and

organizing forms. In order to achieve this desideratum, the educators do not have to lose sight of the fact that the relation between education and development is mutual. In other words, the education depends on the development stage in which the child is and, at the same time, the educative action generates a new development. At once, no any education determinates the development, but only the education correctly and adequately designed and carried on.

Consequently, the human personality is the resultant of the interaction among heredity, environment and education. The contribution measurement of each development factor and the establishing of some hierarchies and actions are difficult to be realized in the actual stage of the contemporary biological, psychological and pedagogical researches. But, it is certainly possible to say that the premise of the educative action is in the natural condition of the human being who is born as a multipurpose and undetermined individual. With his multipurpose and undetermined side, the child is an educable human being, an individual who «calls» the education in the highest sense of the word.

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