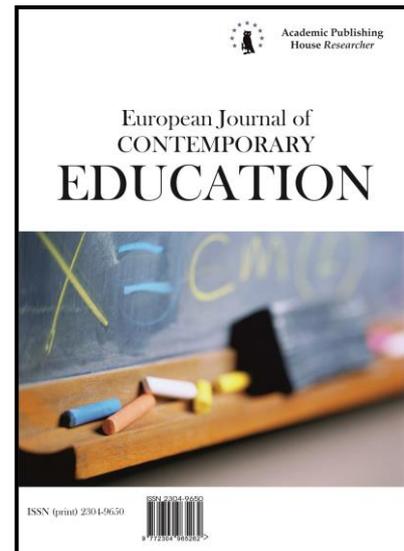




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## The Organization of Social Education in Paul Natorp's Creativity

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### Abstract

The interest in a problem of social education amplifies in the period of considerable changes in society. It is not casual as it substantially causes nature of development of society, influencing process of socialization of younger generations, formation of mechanisms of transfer of social experience and traditions. Social and pedagogical approaches find special relevance in Russia from the second half of XIX – the beginning of the XX centuries that corresponded to a universal tendency of formation of social pedagogics as areas of independent scientific knowledge. The purpose of article consists in the characteristic from modern positions of the organization of social education in works of the famous German philosopher, teacher Paul Gerhard Natorp (1854-1924). Culturological, historical-comparative, system approaches are leaders in the characteristic of this problem. The judgment of social and pedagogical, cultural and historical experience testifies that the term «social pedagogics» was introduced into scientific circulation by P. Natorp in the work «Social Pedagogics». The interrelation of education and society promoted formation of social pedagogics. According to P. Natorp, society (community) is the main condition of education. And, on the contrary, education is the main condition of activity of society. Materials of article can be useful to organizers of educational work with school students, to teachers for acquaintance to historical experience of social education.

**Keywords:** Paul Gerhard Natorp, social education, education, the studying youth.

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### **1. Introduction**

It is important to consider global processes and the phenomena of the modern world, change of arrangement of social forces of the different people and the states, mechanisms of their interaction at research of social education. In this regard formation of new ideas of the potential of the person, his essence and existence, abilities and requirements, individual and personal and social features, vital forces has basic value. These representations rely on known traditions of social and philosophical judgment of a problem, in particular, consideration of requirements and abilities of the person as integrated characteristics of his vital potential.

The appeal to history of social education connects us with achievements of social progress, accumulation of public wealth, the benefits, values of culture, knowledge at a boundary of the XIX-XX centuries. This circumstance demanded new knowledge and system of social education, ideas of social ideals, ways of their achievement. According to it socio-humanistic education which cardinally changes a lot of things in social education and training of pupils, is necessary new.

### **2. Materials and methods**

Culturological, allowing to consider variety of the sociocultural phenomena, historical komparativistsky, system approaches made methodological base of research. They allowed to reveal intrinsic characteristics, the principles of the organization of social education, to prove the theoretical conclusion about expediency of this work.

Scientific and memoirs works of Paul Natorp, philosophical and pedagogical works of his contemporaries made source study base of work.

The complex of the methods complementing each other was used for the solution of objectives. It both the theoretical and comparative analysis, synthesis, comparison and classification, generalization.

The approach realized by us reflects unity of the main directions of the principle of historicism in historical and pedagogical science.

### **3. Discussion**

Works of the German philosopher, teacher Paul Natorp, one of the most famous and considerable representatives of the international social pedagogics of the end of XIX – the XX centuries, takes a special place in world scientific and pedagogical heritage.

Popularity of the scientist and his contribution to development of the European pedagogics were estimated in the XX century by many researchers. According to S. Podoprigora, A. Podoprigora, awakening in the person of consciousness of internal freedom of creation of harmony individual and universal is the purpose of social pedagogics of P. Natorp (Podoprigora, 2013). The social pedagogics developed by it solved a problem of inclusion of the individual in infinite process of the movement to a social ideal in which the person is presented not as means but as the purpose (Podoprigora, 2013: 252).

Paul Natorp's works found a worthy assessment and recognition in domestic historical and pedagogical researches.

The considerable scientific and pedagogical baggage in the field of social pedagogics is so far saved up. Conceptual bases of social and pedagogical activity and its methodological justification are presented in works M. Vorobyev, A. Pertsev, V. Pimenov, N. Dmitriyeva, T. Dorokhova (Vorobyev, 2008; Pertsev, 2015; Dmitriyeva, 2008; Dorokhova, 2001).

The significant contribution to judgment of creativity of Paul Natorp was made by E. Sedova, D. Yakubovsky, N. Yaroshenko (Sedova, 2001; Yakubovsky, 2009; Yaroshenko, 2000).

### **4. Results**

#### **Concept «social pedagogics»**

Regulations on the social nature of education, on optimum conditions of interaction of the growing-up child and society, on special pedagogical influence on the social environment in works T. Mor, Zh.-Zh. Russo, R. Owen, C. Fourier, I. Pestalozzi, T. Campanella, A. Disterveg (Hessen, 1924).

But by the beginning of the XX century social problems of education within traditional pedagogics start being staticized. They start being discussed and investigated in various directions of sciences about the person.

The term «social pedagogics» was introduced into scientific circulation by P. Natorp in the work «Social Pedagogics». The first two parts of this book represent philosophical reasonings from neokantian positions and characterize a world outlook of the author (Natorp, 1911).

These parts of the composition represent regulations on ethics which can be considered also as social philosophy. As P. Natorp characterizes laws of social development, relationship of equipment, economy and the right, a public ideal.

P. Natorp stated the theory of house education, the theory of school and the theory of «free self-education» in general in the third part.

By the end of the XIX century the concept «social pedagogics» gradually became known. However it remained closely connected with intra pedagogical discussions about understanding of social pedagogics as social education of the person and education of bigger individual freedom, understanding of social pedagogics as answer to the social problems resolved by means of education.

When P. Natorp in the 1890th years started proving the concept «social pedagogics» during scientific discussions, he could not expect its future development. It remained for it all of the social philosophy which is also connected with area. Its understanding of social pedagogics as «education in society, through society and for society» destroyed a traditional view of education as the process, in effect, which is limited to interaction between two people (Natorp, 1911).

P. Natorp made bold to establish the social law of development. But it also meant also resolute criticism of the existing orders.

### **The individual and a community in P. Natorp's understanding**

P. Natorp allocated three main components of social life in development of society:

- organization of work (development of productive forces of society);
- the political and legal organization (the main social and legal norms in society);
- the organization (that is a state) educations which are in close interrelation (Natorp, 1911).

In his opinion, progress of consciousness of certain people and all community in general is the main factor of progress. The term «community» meant not only society, but also association of persons which aspiration is directed to the uniform purpose. The individual consciousness is effectively formed in the atmosphere of human relationship. From here and new sense and problems of the «directed» social education. Education of the child in close interaction with the public acts as a basis of formation of the personality with a certain type of consciousness (Natorp, 1911).

The philosopher very closely connected production, political and pedagogical activity of people, staking on public national school.

The interrelation of education and society promoted formation of social pedagogics.

According to P. Natorp, the basic position of social pedagogics says: society (community) is the main condition of education. And, on the contrary, education is the main condition of activity of society (Natorp, 1914).

P. Natorp pays attention to the accounting of some ambiguities:

- the ambiguity in the relations of the concepts «individual» and «society» (community) having a wide circulation;
- non-compliance with distinctions between society (community) as idea and as the fact (Natorp, 1911).

In general Natorp's doctrine about education is based on understanding of pedagogics as the social directed and social and reasonable theory. Its understanding of social pedagogics as «education in society, through society and for society» remains actual and for modern development of this science.

### **The organization of education from P. Natorp's position**

Education has the task to lead the individual to reunion with society, therefore, that the prevailing value has to remain always behind the objective and social point of view, - P. Natorp claimed (Natorp, 1911).

P. Natorp put «free self-education in a community of life of adults» in the center of the social and pedagogical concept. He emphasized that the person is not formed in itself, as separate unit of society. The community with other people does in real human life, he becomes the full member of society thanks to cooperation and «the mental relations». «The science about education has to

make important misses in performance of the task if does not regard as of paramount importance thought that without community there would be no education also» at all (Natorp, 1912).

P. Natorp assigned to will a crucial role as a peculiar psychological prerequisite of socialization of the personality («free self-education in a community»), considering as its special type of knowledge. It connects steps of activity of the personality («inclination», «will in close sense» and «reasonable will»), its moral as the main virtue with development of will. Thanks to will of people becomes a driving force of development of society (Natorp, 1911).

Therefore P. Natorp looked for justification of «the social organizations» for education of the will. He considered «house» (that is a family), school and «free self-education».

From modern positions its interpretation of «free self-education in a community of life of adults» is especially interesting. This improvement of the inner world in cooperation with adults, in connection with society and for society. Such concept at P. Natorp, is undoubted, filled with big pedagogical sense. «Education of itself, the person in itself is inexhaustible sense of all healthy youthful aspiration» (Natorp, 1914).

Therefore the people who received such education and «self-education in the spirit of a community», surely will become a bulwark of peace and democracies in society, will warn and will eliminate all possible for the social conflicts and revolutions, - P. Natorp considered (Natorp, 1911).

Altruism allowed P. Natorp to fill the concept with such measure of humanity that it gave the chance to allocate social pedagogics in one of the most progressive directions of pedagogical science.

The embodiment of ideas of socialization in practice of the western education occurred at the level of «free school». It is not casual. At the end of XIX - the beginning of the XX centuries the state control over schools was established and the requirement of education of law-abiding citizens was approved practically in all countries of Western Europe. The public school successfully solved this problem, but to the detriment of free social development of the identity of the child.

Therefore at the beginning of the XX century innovative pedagogical systems (M. Montessori, S. Frene, R. Steiner) arose as alternative to the state system in the different European countries. Their authors sought to create social identity at children. They saw a way of change of society in development of alternative schools (Merkulova, 2004).

### **Research of the level of social education of students**

Ideas of social education of Paul Natorp are actual and now. Honesty, activity, pleasure of creativity, diligence in work, aspiration to work in public organizations which are brought up by social education, undoubtedly, are important for the modern young man.

Sociological research on problems of social activity and responsibility of student's youth of Southwest State University (Kursk), specialty psychology and sociology, was carried out by us in December, 2016.

64 respondents, among them: 7 men and 57 women, took part in research.

The questionnaire developed by youth council of statisticians of Central office of Rosstat for carrying out by the government the Russian Federation sociological research on problems of the Russian youth acted as tools (Questionnaire, 2011).

The block of the questionnaire «Political and economic orientations» was chosen by us. It represents for us the greatest importance (Questionnaire, 2011).

The following results were received.

The most part of respondents (81 %) is interested in succession of events in political and economic life of our country. 31 % watch development of political events. Meanwhile this information not always is for them interesting. It is also necessary to note that 16 % of students are not interested in events of everyday life. Other part of respondents (3 %) find it difficult to answer.

A half of students consider that their welfare depends on their own commitment and activity. 38% of respondents think that welfare is caused not only own efforts, but also living conditions equally. The percent of those who sees dependence of welfare on a situation in society, living conditions in it, is absolutely small.

The interesting moment is that 6 % of students consider that their welfare completely depends on a situation in society and living conditions in it.

According to most of respondents, the President of the Russian Federation deserves the greatest trust in modern Russia (86 %).

On the second place armed forces (army) (35 %) appeared. A quarter of respondents gave the preference to the Government of the Russian Federation (24 %), slightly more fifth part (21 %) of respondents voted for law enforcement agencies (police, prosecutor's office).

17 % of voices were given for national and national and cultural associations, other public and political forces gained approximately equal number of votes. Only 3 % trust heads of local governments (Table 1).

**Table 1.** What public and political forces in modern Russia deserve the greatest trust?

		Answers		Percent of
		N	Percent	
What public and political forces in modern Russia deserve the greatest trust?	Russian President	50	39%	86%
	Government of the Russian Federation	14	11%	24%
	Chief executive of the territorial subject of the Russian Federation	4	3%	7%
	State Duma of the Federal Assembly of the Russian Federation	6	5%	10%
	Federation Council of Federal Assembly of the Russian Federation	6	5%	10%
	Law enforcement agencies (police, prosecutor's office)	12	9%	21%
	national and national and cultural associations	10	8%	17%
	Mass media	4	3%	7%
	Heads of local governments	2	2%	3%
	Armed forces (army)	20	16%	35%
	In total	128	100%	221%

Statistically significant dominates answer that the President of the Russian Federation V. Putin deserves the greatest trust ( $p < 0,001$ ).

In this regard, we can note that the President of the Russian Federation V. Putin is considered the worthy head in student's circles, his activity causes trust in student's youth.

Statistically significant ( $\chi^2=110,62$ ;  $df=6$ ;  $p < 0,001$ ) dominates answer that students are ready to address to law enforcement agencies at violation of the rights (Table 2). Students consider the appeal to official bodies of the power as lawful actions.

**Table 2.** What are you ready to undertake in case of violation of your rights?

		Frequency	Percent	Valid percent	Cumulative percent
The valid	anything as are sure of unsuccessfulness of any actions	6	9%	9%	9%
	to address to law enforcement agencies	38	59%	59%	69%
	to ask for the help in authorities	2	3%	3%	72%
	to participate in actions	6	9%	9%	81%
	to use a personal contact and remunerations	4	6%	6%	88%
	to draw public attention	6	9%	9%	97%
	I find it difficult to answer	2	3%	3%	100%
In Total		64	100%	100%	

We come to a conclusion that 13 % of respondents always take part in elections and do not pass them if to speak about such political activity of students as participation in elections.

According to students, following age groups: 30-45 years (44 %), 45-60 years (41 %) are the most politically active.

The most part answered (72 %) consider themselves as patriots (Table 3). This answer dominates statistically significant ( $\chi^2=75,5$ ;  $df=3$ ;  $p<0,001$ ). The concept «Patriot of Russia» includes, according to respondents, the following characteristics: love for the country (63 %), pride of great achievements of the country (56 %), in case of need protection of the country up in arms (50 %).

**Table 3.** Whether you consider yourself as the patriot of Russia?

		Frequency	Percent	Valid percent	Cumulative percent
The valid	yes	24	38 %	38 %	38 %
	rather yes, than is not present	22	34 %	34 %	72 %
	it is rather not, than yes	6	9 %	9 %	81 %
	is not present	4	6 %	6 %	88 %
	I find it difficult to answer	8	13 %	13 %	100 %
In total		64	100 %	100 %	

According to the interrogated students, the youth plays the following role in political life of Russia:

- serves in armed forces of the Russian Federation (45 %),
- participates in the state youth associations and the organizations (39 %).

Slightly less than a half of respondents ( $p>0,05$ ) are the members of various organizations (44 %) most popular among those appeared: the sports organizations (21 %), clubs for interests (21 %), scientific, creative associations (21 %) (Table 4).

**Table 4.** Whether are you the member of any organization?

		Frequency	Percent	Valid percent	Cumulative percent
The valid	yes, political association	4	6%	14 %	14 %
	yes. national association	4	6 %	14 %	29 %
	yes, sports organization	6	9 %	21 %	50 %
	yes, club on interests	6	9 %	21 %	71 %
	scientific, creative associations	6	9 %	21 %	93 %
	yes, virtual associations	2	3 %	7 %	100 %
	Total	28	44 %	100 %	
The passed	System passed	36	56 %		
In total		64	100 %		

We come to a conclusion that more the student's youth of Southwest state university is interested in political and economic events. Welfare depends more on them. At violation of the rights students, in most cases, resort to the help of law enforcement agencies. The leading role of youth in political life consists, in their opinion, in service in armed forces of the Russian Federation. Activity of the Russian President enjoys the greatest confidence at youth, and the most politically active group is the age group of 30-60 years. Most of respondents consider themselves as patriots and put in this concept, most often, love for the country.

### 5. Conclusion

Paul Natorp made a powerful contribution to development of social pedagogics.

He speaks about self-improvement of the society having various deviations (alcoholism, crime, disintegration of a family) in the works. The social teacher has to know pedagogics and psychology, physiology of development of the child and a technique of educational work. This knowledge will help the teacher to study the child, to analyse his behavior. The social teacher has to be able to organize activity and cooperation of children.

P. Natorp spoke about it in the XIX century. In its works it is about formation of the skills of self-organization of society so necessary today.

According to P. Natorp, the social pedagogics has to cover all social levels, since a family and finishing with the state because «the purpose of the state is education to the highest humanity, and the purpose of education is formation of the true state» (Natorp, 1914).

The social pedagogics of Paul Natorp laid the foundation to development of science, actual for the present. Experts are necessary, able to cope with unforeseen life situations, capable to help people around to overcome difficulties, to keep themselves and to remain full-fledged members of society at any stage of its development.

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