

## Types of Socialization and Their Importance in Understanding the Phenomena of Socialization

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### Abstract

*Depending on various criteria, the specialized literature defined several types of socialization. After socialization factors and the age at which the process are studied, we have primary socialization and secondary socialization (and continues), according to the assessment of society there are positive or negative socialization, and as awareness of how socialization process is distinguished there is formal or informal socialisation, depending on the objective pursued by already created effects, we have anticipatory or adaptive socialization, depending on the intervention of legitimate power we can talk about associative or institutional socialization after as contents and the results expressed in statuses and roles, gender socialization may be professional, marital, according to methods of making can speak about planned, spontaneous, law enforcement, participatory socializing depending on the purpose we have societal, national, political, ideological-partisan socialization etc.. These types are not individualized in an environment amorphous, but they intermingle, they complement and, by correlation, manage to describe the complex phenomenon of socialization. The contribution of those who have defined numerous types of socialization should not be approached holistically, nor in opposition with each other, but as a complement to the comprehensive and specialized understanding of socialization. In this context, we propose a new criterion for classification, namely the extent of socialization, which assumes a total socialization of one partial socialization and a zero socialization, void. In regards the overall socialization, this is an ideal and not a reality. However, at least in theory, we could use this terminology as, for example, education sciences use the term "ideal educational" or how physics used the notion of "ideal environment". The concept of "zero socialization" could be the social equivalent of the expression used by Aristotel in his "De anima": a kind of "blank slate" for the socialization.*

**Keywords:** socialization, types, factors, roles, characteristics

### Introduction

#### Types of socialization and its characteristics

a) fundamental form of socialization is called primary socialization or basic socialization. It is essential for harmonious physical and mental development of the child and is satisfied generally by the family (parents), the first 7-8 years of the child. Primary socialization involves "learning the rules of behavior, norms and values that can be treated at early ages and that is informational and emotional baggage of any person"<sup>1</sup>. Elisabeta Stănculescu appreciate that with the primary socialization, an individual biological associate in relation to any human communities acquires its first office I first social identity. In this regard, the primary socialization is tantamount to individual humanization.

In childhood and family the primary socialization is best achieved. This process of transformation of children into true social human beings, by teaching basic values, through training and language. Primary socialization is a process deeply emotional character, unlike the other forms of socialization, secondary and continuous, focused towards emotional neutrality. Socialization primary (or basic) allows the learning rules of of behavior, norms and values that can be assimilated at early ages and which is informational and emotional baggage of any individual<sup>2</sup>.

It can be stated that the primary socialization has a strong maternal character associated to some degree with the father's influence. There is a difference between how the mother or father educates a child, which has a beneficial role on the child, giving her valuable and varied experience. After at least eight weeks after birth, the baby distinguishes between mother and father when communicating with them.

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<sup>1</sup> Stănoiu, A., Voinea, M., 1983, p. 15.

<sup>2</sup> Schifirneț, Constantin 1999, p.101

Even biological considerations only is obvious the priority of maternal role. Pregnancy, breastfeeding, infant care are current functions for which the woman acquired a specialization ancestral<sup>1</sup>. It is true that these functions can be fulfilled by other people, but to the detriment of bio-socio-affective development of the child, because they are conditioned by emotional motherhood. Children deprived of affection in this phase of preverbal life remain vulnerable for the whole life.

The first relations that the child has established with the world as a benchmark the mother. The mother is everything for child. Deprived of autonomy, the child needs a constant and total protection of someone else. The emergence of another figure than a mother means the loss of protection for the baby. This protection, always personified or identified to someone is the element that underpins the development of affects of the child. There is also a significant contribution of mother in setting verbal function and in setting verbal function of the child. The language develops through imitation. Therefore, the children institutionalized in assistance institutions presents a serious delay in language development and if the contact with the mother restored, then in a few months is observed the reversibility of deficit in language development.

So first of socialization processes prove that the baby is a social being who enter into social relationship with his mother early newborn period. Parent-child interaction is social dialogue initiated by both parents from the age of two months. In the months and years ahead this dialog is customized, reinforced and nuanced.

In a UNICEF study are shown some differences between the mother and father's actions. "Both mothers and fathers interact physically with their children, but fathers differently than mothers doing. Fathers tend to play with children and mothers tend to care. In generally, fathers tickle them children, are "fighting" the "slam" with them and throws up more often. Fathers chasing kids and prefer noisy games. Mothers coddled children and fathers make them move. Fathers overturn the house upside down, and mothers are more delicate, will not make a mess. Fathers encourages competition, mothers encourage equity. Fathers encourage independence while mothers encourage security. Mothers tend toward caution while fathers often encourage children to try, test things. A parent may tend to encourage risk without considering the consequences. The other parent tends to avoid risk, preventing the development of independence and confidence. In generally, fathers help children to prepare for real-world problems, and mothers helps to protect them. When working together, these styles counterbalance and helps children to be safe, and expanding opportunities to gain new experiences and to have faith. None of these styles of education is not adequate, if applied alone."<sup>2</sup>

"The content of primary socialization - E. Stănculescu states - is structured around cognitive dimension and the affective dimension."<sup>3</sup> Cognitive dimension supposes the assimilation of language, the privileged instrument of primary socialization - and near the "basic world" (first way to understand the world around) - the version of the contact group (family group). Because the child has not the slightest possibility to choose their significant other, their identification with the latter is carried out automatically (Berger, Luckmann). Subsequent to this emotional identification we see two important actions: the first is that in this way, the child adopts the image of this "significant other" on the person (perceive an image of himself and becomes the first "social I," the first social identity) . A second major perception of the the world is mediated, filtered by parents, as the only possible world. During primary socialization, in the course of life with different experiences "significant other" social roles and attitudes closely follow a process of progressive abstraction from the context or associated with a specific person, from general and impersonal. So the child reaches a first image formation of "generalized other".

b) secondary socialization refers to the period in which a child begins to interact strongly with other social environments than the family. According to some sociologists, it does not reduce strict in childhood, but it continues throughout the entire life of the individual, with the purposeful creation and strengthening of personality, therefore speak of secondary socialization, subsequent to the primary. In this regard, N. Goodman defines this type of socialization continues, identifying it with "formal education". Maria Voinea (2000) states that secondary socialization is the stage immediately following the primary phase the young (and later the adult) acquires a series of statuses and consequently successive roles, with integration into various group structure and wider institutional. This type of socialization takes place within educational institutions and professional or formal structures of various groups, amid a climate of progressive emotional neutrality, as the person grow and mature. The process of socialization is not achieved at once, but gradually, influenced by factors

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<sup>1</sup> <https://autismul.wordpress.com/2008/01/21/atmosfera-familiala-si-rolul-mamei-si-tatalui-in-dezvoltarea-copiiilor> accesat în 21.03. 2015- 17:23 PM

<sup>2</sup> *Unicef*, 2006, p. 1

<sup>3</sup> Stănculescu, E, 1996, p. 155

whose importance varies from one society to another. The most important on such factors are: family, school, group of friends, work, religion, mass media, etc.

c) continuous socialization is so named by those which separate them by secondary socialization. The secondary socialization is achieved from the age of 6/7 (now under the new Education Law, from 5 years) and adolescents has to continue socializing from adolescence to death. Another argument for delimitation of the socialization continue is shaping the self. If formed in childhood and adolescence and emerging self (ego) and personality of individuals - mainly by absorbing the reactions of others, through the reflection in the mirror Sociale mature personality is strengthened, and the focus is now on the way in which the self is presented other<sup>1</sup>.

d) positive socialization (concurring) is the process that leads to a certain kind of conformism of the person in the group to which it belongs and / or the society, ie conformance of the individual to the expectations and requirements of the group or in general of the society. This is called "positive-normal socialization" because it is carried out according to the social-normative model. existing (dominant) in a given society and partly with moral and educational ideal that designs some models (prototypes) social - cultural perspective. It is a direction of socialization that complies with the requirements, values and norms of socially permissible and desirable<sup>2</sup>.

e) negative or discordant socialization is opposite process of the positive socialization and, obviously, it does not fall within the provisions of moral or educational ideal. In most cases, negative socialization is achieved in groups of marginal, peripheral conforming peripheral subculture group. This socialization is often, equivalent to antisocial behavior formation or, rather, illegally.

f) adaptive socialization or integrative has the effect of setting those characteristics or personal capabilities that facilitate integration, social participation and achievement within a given institutional framework.

g) anticipatory socialization prepare the individual for future statuses and roles. As before exercising a role, the person goes through a training period, the individual has time to learn the behaviors they assume the new role, rights and duties relevant to it. This form of socialization, analyzed from the perspective role statuses, language was inserted in social theory, by Robert King Merton . He claims that anticipatory socialization is determined by "social conformism to the values of a reference group, different from the group of belonging". Therefore, Melton considers that the dispute between the concepts "passivity" and "activist" on socialization appears to be based on a false problem and, to demonstrate this, the American sociologist has developed anticipatory socialization paradigm. The central concepts of this paradigm are the group of belonging (representing meetings of individuals who meet the following three conditions: 1. The individuals concerned are in continuous interaction. 2. They define themselves as members of the group. 3. Those who do not participate to define its interaction also as a member of the group) and the reference group (which is the 'points compared to that reference a sufficiently large proportion of individuals that belong to a social class, in order to establish the state which characterizes that social category "<sup>3</sup>)

h) formal socialization fully overlaps with education. But the distinction between formal and informal is not just at school. Therefore formal socialization can be made by all institutions, organizations, bodies, groupings officially recognized prescribing precise objectives, rules, duties, privileges and obligations.

i) Informal Socialization is the process of assimilation of attitudes, values, behavior patterns acquired in the personal life. Informal socialization agents are family, friends (entourage), colleagues etc. According to some researchers (Kuh, 1993), informal socialization can and should be performed even by professional corps, outside the classroom. Therefore they need support activities outside the curriculum or, rather, educational activities carried out under informal curriculum<sup>4</sup>.

j) associative socialization is carried out, according to Max Weber, by voluntary agreement of the group members<sup>5</sup>.

k) institutional socialization is carried on the contrary by imposing rules and domination of legitimate power

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<sup>1</sup> Dumitrescu A., 2010, p.10

<sup>2</sup> Roșca, D., 2009, p. 129

<sup>3</sup> R. Merton, 1965, p. 240

<sup>4</sup> Karkoulian, Silva, Nasr, Linda, 2008, p.16

<sup>5</sup> apud Ferreol, coord., 1998, 206

l) gender socialization is the process that encourages or discourages certain behaviors and attitudes of a particular kind, which communicate what is right for the moment gender norms, which teaches language that culture is communicated and transmitted permanently<sup>1</sup>. It defines socialization treating culture as an essential part dichotomy female - male, by which an individual learns behaviors specific values considered masculine or feminine specific. Gender socialization occurs both at the direct / explicit and indirect / default. Through complex processes of socialization and self-gender socialization individuals acquire their (learn and interiorizes) gender identity. Vectors of socialization, traditional and new ones, contribute to the preservation and transmission of gender stereotypes. Most theories and gender studies shows that for gender identity formation, the most favorable age was between 2 and 6 years old when the assimilative capacity of children is very high. Through a variety of activities opportunities, encouragement, discouragement, events, suggestions, and various forms of guidance, children experience socialization of gender roles. As children grow and develop, the gender stereotypes which are at home are reinforced by other elements of the environment in which they live and are thus perpetuated throughout childhood and then of adolescence<sup>2</sup>. There are inborn factors that lead boys and girls to choose a toy, factors related to biological differences between the sexes (higher activity level may lead the boys to prefer moving objects and dolls to girls look interesting due to their stronger orientation towards social work or perhaps because motherhood)<sup>3</sup>. At the same time, there are social factors that shape their preferences, and parents have a direct role in strengthening the various preferences of boys and girls for toys. m) professional socialization can be considered a component of professional integration process, that which refers to the knowledge and understanding of the nature of interpersonal relationships and the creation and strengthening of personal relationships with team members, colleagues, or bosses or subordinates either. The desire of belonging to the reference group effort involving the acquisition of norms and values, behavioral patterns referential of group members. This import is considered as the first step towards professional socialization.

n) conjugal socialization is the component of socialization that is acknowledged, delimited and practiced a particular family status: the status of wife, husband status, status of son, grandfather status etc.

a) repressive socialization It is carried out by the constraints. Socialization highlights the submission, respect for authority and external controls. Socializing calls repressive supervision, but supervision of detail that tends to be heavily modified in practice.

p) participatory socialization is geared toward gaining individual participation. A comparative analysis of socialization repressive and participatory show clear differences:<sup>4</sup>

Repressive socialization	Participatory socialization
Sanctioning wrong behavior	Rewarding for good behavior
Rewards and financial penalties	Rewards and symbolic sanctions
Child obedience	Child autonomy
Nonverbal communication	Verbal communication
Communication command	Communication as interaction
Socialization centered on parent	Socializare centrată pe copil
Understanding the parent wishes	Understanding the child wishes
The family as a „significant other”	Family as „generalized other”

q) spontaneous socialization is done by spontaneous transmission of norms and values without using qualified personnel. It may accompany socialization planned. For example, the school is performed both forms of socializing. The student

<sup>1</sup> Grunberg, L., 2002, p.201

<sup>2</sup> MARTIN Carol Lynn, WOOD Carolyn, LITTLE Jane K, 1990

<sup>3</sup> ELIOT Lise, 2011., p.175

<sup>4</sup> Stănoiu A., 2006, p. 78

acquires social experience both within lessons for purposes of the teacher and through experience (lived or observed) social interaction of teachers with students, teachers among them.<sup>1</sup>

r) In connection with socialization are the processes of re-socialization and desocialising.

Desocialising involves exit from a certain status and role and consequently waiving the rules and behaviors attached to that status and role. It involves physical and social isolation. Separation of contexts or persons who have satisfied the needs for interaction and supported them statuses adopted to eliminate patterns of behavior and interaction previously learned. This can be seen especially with individuals members of the so-called total institutions such as the army, monastery, prison, etc.

Resocialisation is, in the opinion of I. Mihailescu (2000), in a process of learning new roles, while abandoning previous roles. We also meet situations where some people go through a process of radical resocialization, positive or negative. We use in this regard, the term "socialization" to designate the process of converting from persons who have committed antisocial actions (Maria Voinea, 2000). The aims resocialization certain drawbacks or limitations correcting basic socialization. The aim is learn new roles offered by the society (as if professionalization, the professional reconversion) or rehabilitation of those who have committed deviant or delinquent roles and norms of life accepted by society. Resocialisation is concomitant with the desocialising and consists in the orientation of learning and social control the uptake and expression of individual behaviors consistent with the board of values and attitudes of the new integrator system. It must be said that the effectiveness of resocialization depends not only on individual responsiveness but also the intensity of social control exercised by the new agent of socialization and the degree of removal of previous gratified factors (Zamfir and L. Vlăsceanu, 1993).

In fact, the two processes de-socialization and re-socialization are not only concurrently, but interdependent.

Finally, studying the taxonomy of socialization, we could propose a new classification criteria: extent of socialization. It assumes a total socialization, a partial socialization one and onenull, „zero”.

But it is obvious that we can not affirm the existence of a total socialization, this is a side ideal and not a reality. But, at least in theory, we could use this as a way of reporting terminology and understanding of specific phenomena as, for example, education sciences use the term "educational ideal" or how physics used the notion of "ideal environment".

The concept of "zero socialization" could be social equivalent of the expression used by Aristotle in his "De anima": a kind of "blank slate" for the socialization.

## Conclusion

Study of of socialization types should not be unilateral. For example, a child may be the subject of primary socialization, but this can be restrictive and, at the same time, gender socialization. In turn, the primary socialization may be partly spontaneous and partly planned. So one aspect of knowledge beneficial to all types of social events is their simultaneity.

Another point is their interdependence. An effective professional socialization can only be achieved through formal socialization. Current trends in education show that this can not be achieved through restrictive social and especially by the participation. In the same way, we can study the failure of socialization not only sided view, but on types of socialization interdependence.

At the same time, it can not make a holistic approach to socialization, even if the intention is entire spectrum typology. In practice it is important to prove that specialization, in-depth study of each "slice" of socialization. When certain aspects of socialization are deficient, it's good to be studied in specific details, but that is integrated into all elements of socialization.

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<sup>1</sup> Zolotariov E., Mihailov M., 2007. p.6

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