Every social situation that the subject encounters, “is not only defined by our contemporaries, but also predicated by our ancestors” (Burger, P, 1990). That means that the personality can affect the social situation insignificantly, almost unnoticeably. We are born in a social situation and immediately become a part of it via the roles in the social groups and the relationships stemming from them. The polyvalence of the social situation provides each person with an opportunity to develop originally and uniquely, but deep inside to remain the carrier of the specific social relationships. Contacts within groups (and among groups) only make this social ritual painless, natural, informal, only giving the impression that it’s improvised and spontaneous. The problem with the raising the personality in the social group consists of the trend to raise the intensity of communications among people and complication of the structure of group connections. Despite this crowdedness and the high speed in communication, the person feels a deficiency of contacts where they can find recognition, approval, authority and safety, to express their individuality, and to achieve personal success. The compensation for this deficit is overcome in the traditional, classical way – inclusion into a social situation, subjection to an institution, playing-out a network of social roles.

Keywords: social group, communication, social situation, social roles.

The social role is played intuitively, imitatively or originally. This definiteness takes us part of the society. The role “creates, designs and models both the action and the actor.” It’s very hard in this world to show yourself as a person actually different from your true self. Usually the person turns into the role he plays.” (Burger, P, 1990). On the mise en scene we can create, but we’re always limited by rules if we would like to receive approval. Otherwise there is a risk for us to be thrown away, sanctioned, marked as antisocial or outsiders.

The school institution is characterized by the typical complex of events and social interconnected and inter-determined roles. Their carriers obey the rules, the procedures and hierarchy or violate them thus making the ties between the subjects even more complex and enabling the stimulation and sanctioning from the side of the school. Inside these complex ties the pupil is brought up and trained, socialized and developed. Things forming the image of the school turn into the way of life and special professional realization, care of the state and responsibility of the society.

Connection between the pupil and the school is not direct. It is based on activity and roles, and the activity and roles are performed in groups and social contacts. School class is focusing this unity. Inside it we can observe /and measure/ different kinds of relations, experiences, value orientation systems, internal structure and microclimate.

The school institution is characterized by the typical complex of events and social interconnected and inter-determined roles. Their carriers obey the rules, the procedures and hierarchy or violate them thus making the ties between the subjects even more complex and enabling the stimulation and sanctioning from the side of the school. Inside these complex ties the pupil is brought up and trained, socialized and developed. Things forming the image of the school turn into the way of life and special professional realization, care of the state and responsibility of the society.

The problem with raising the personality in the social group consists of the trend to raise the intensity of communications among people and complication of the structure of group connections. Despite this crowdedness and high speed in communications, the person feels the deficiency of contacts allowing to reach recognition, approval, authority, and safety, to express own individuality, and to achieve personal success. The compensation for this deficit is overcome in the traditional, classical way – inclusion into a social situation, subjection to an institution, playing-out a network of social roles.

Keywords: social group, communication, social situation, social roles.

The social role is played intuitively, imitatively or originally. This definiteness takes us a part of the society. The role “creates, designs and models both the action and the actor.” It’s very hard in this world to show yourself as a person actually different from your true self. Usually the person turns into the role he plays.” (Burger, P, 1990). On the mise en scene we can create, but we’re always limited by rules if we would like to receive approval. Otherwise there is a risk for us to be thrown away, sanctioned, marked as antisocial or outsiders.

The school institution is characterized by the typical complex of events and social interconnected and inter-determined roles. Their carriers obey the rules, the procedures and hierarchy or violate them thus making the ties between the subjects even more complex and enabling the stimulation and sanctioning from the side of the school. Inside these complex ties the pupil is brought up and trained, socialized and developed. Things forming the image of the school turn into the way of life and special professional realization, care of the state and responsibility of the society.

The school institution is characterized by the typical complex of events and social interconnected and inter-determined roles. Their carriers obey the rules, the procedures and hierarchy or violate them thus making the ties between the subjects even more complex and enabling the stimulation and sanctioning from the side of the school. Inside these complex ties the pupil is brought up and trained, socialized and developed. Things forming the image of the school turn into the way of life and special professional realization, care of the state and responsibility of the society.

The school institution is characterized by the typical complex of events and social interconnected and inter-determined roles. Their carriers obey the rules, the procedures and hierarchy or violate them thus making the ties between the subjects even more complex and enabling the stimulation and sanctioning from the side of the school. Inside these complex ties the pupil is brought up and trained, socialized and developed. Things forming the image of the school turn into the way of life and special professional realization, care of the state and responsibility of the society.
leader, friend, sportsman, A-grade pupil, boy, favourite etc. In every moment of an educational process the child “is playing” a certain nuance of a role and is actually learning to be like the role played.

For pupils the class is a basis for enrichment of the social experience and an environment for training to behave socially. The possibility to receive many reports and getting different marks by equal partners form a reactive, capable and independent identity. The class is filtering/transferring the influence of social negatives. It transforms the mass social influence and kind of protecting the personality from the elements of socialization, transforming it into the conscious and commented system of invariants. The class can stimulate, activate and recognize the achievements in activities, create like-minded persons and defenders or maybe opponents, as well as foes sometimes. Due to its formal character the class regulates relationships and considerably promotes the resolution of conflicts in separate subgroups and between separate individuals. Every class has its own internal changing characteristics. The pedagogical sociology defines them as: the regulating /norms, rules, traditions/; system-forming /aims, intentions, prospects, tasks/; communicative; role-based. Pedagogy studies these characteristics as exclusively significant for implementation of an educational process, as an opportunity to plan more precisely and reach a result close to the social order.

The problem with raising the personality in the social group consists of the trend to raise the intensity of communications among people and complication of the structure of group connections. Despite this crowdedness and high speed in communications, the person feels the deficiency of contacts allowing to reach recognition, approval, authority, and safety, to express own individuality, and to achieve personal success. The compensation for this deficit is overcome in the traditional, classical way – inclusion into a social situation, subjection to an institution, playing-out a network of social roles.

The norms, rules and traditions lead to the emotional “infection” which makes the student more responsible, more disciplined and more successful in the performance of the social role. The goals, intentions, dreams and perspectives enrich the inner world of the child. Through them, he or she feels deeper, experiences more vividly, believes more, evaluates positively. By means of communication, a complicated network of interdependent connections and responsibilities is built. Moral qualities and deeds of a higher class are shown – goodness, concern, compassion, as well as self-confidence, personal dignity, honesty, and fairness. The richer this moral palette is, the more successful the educational effect will be. It is impossible to achieve this effect without a student class guided by the teacher. /Kasandrova, 2001/.

Successful inclusion into the role-based relations provides the response from the peers, so significant for the pupil. In the educational process the response is the search for assessment /Landsberg, 2002/ manifested in its three types:

Positive – when achievement of people are expected and they are satisfied with their joint activity;
Constructive – when the educational relations between people can change, be discussed and balanced, or be supported by additional effective techniques for the sake of trust, cooperation, confidence and prospects of role-based communications;
Negative – when in the relations between the people one can find mistrust, hatred, indifference and bridges of cooperation are seriously unstable. Pedagogical optimism, however, doesn’t allow the institution to refuse to look for opportunities, and this allows participants to find a solution.

It does not matter from where all relations in a class emerge – from a situation, from an institution or from a role. They are important for formation of the individual, for existence of interpersonal communications and group formations. They have a pedagogical dimension and they can be defined as educational. Our researches show that on the basis of the method of flow the interpersonal relations register:
1. Degree of tension at statement and mastering internal rules;
2. Stability of the established connections;
3. Status of each pupil;
4. Satisfaction with a role, activity, contacts, marks, etc.

The educational relations in a class are defined by primary activities of the teacher and the pupil, teaching and the doctrine, as well as all consequences following from processes of learning and training. From the formal point of view, they are the sense and the function of a school class. Their pedagogical character makes them significant during the forming and development of the personality – they are determined by a pedagogical situation, proceed in a pedagogical institution, put forward the pedagogical purposes and messages; they are carried out in the pedagogical processes and activities, by means of social roles with a pedagogical profile.

This pedagogical system expects, projects and inspires not only communications, but also separation, statement, creation and imposing own identity. We have observed the disappointed pupils /both juniors and seniors/ looking for the favourable environment, unexpectedly encounter resistance, misunderstanding, disapproval and boredom. They feel on themselves and observe their classmates having the recognized, real or imagined advantages, undeserved approvals and offenses, indifference or stigmatization. With the help of others they learn to express and defend own opinion, to be the ones the society expects them to be, or to fight rules to be noticed and chosen at any cost.

Role of a school class is especially significant for formation of civil consciousness, because the group realizes the social relations, hierarchy is traced in the system, personal responsibility is allocated, imposed restrictions are accepted easier. Acceptance of engagements, „submission” to external rules, maintaining informal and formal contacts irrespective of personal preferences, understanding a school community and institution – all
these are practically the route of consciousness. The child learns to be a pupil in a school class.

The class is characterized by its own movement and the dual nature. On the one hand it is the result of pedagogical efforts of adults developing under direct or indirect, direct or mediated influence of a rich scale of social agents. On the other hand it is a spontaneously developing formation between pupils there emerges a difficult system of relationships, unique and constantly moving. It includes: formal system defined by normative documents, business communication and obligatory activities; informal / internal/system registered in the course of free communication, characterizing personal features and arising when choosing the relations. Each pupil has own certain rating both in the formal and in the informal structure.

The rating depends on:
- complex of individual traits / moral, intellectual, business/;
- impulsive and volitional qualities / restraint, emotionality, will etc./;
- the qualities characterizing the motives of behaviour /honesty, altruism, dignity/;
- the attitude to life and people / optimism, humour/, etc.

The pupil’s rating, respectively in formal and informal structure, can coincide, not coincide or be in a contradiction. It puts pupils the pupils in different educational parameters which define his/her attitude to a class and the whole pedagogical system / Kasandrova, 2001/.

The picture of educational relationship becomes complicated with self-affirmation, identification and aspiration of the individual to a certain group or the subject. This movement varies in time, sometimes turning into the real puzzle. Usually it is connected with contradictions, conflicts and stresses. On this unusual mise en scene the class gives various roles to its members. Some of them are rather prestigious and assume the system of consecutive abilities, actions and deeds needed to get these roles. Each such role is a carrier of certain functions, rights and duties. Sometimes several pupils are nominated to the same role, but only one gets it and that often leads to disappointments and conflicts. It often happens that a role is taken away from a pupil because of the lack of the needed qualities or existence of a new candidate. But educational relations in a school class prepare teenagers for such changes. In this „exercise“, in transition from one social status to another, experience and aspiration to new things, to more successful realization in grown and accumulated. „Therefore, by means of a role played within the system of relations, the connection between the subject-related and mental traits of the personality and the system of social relations finds its best manifestation. Everyone understands, accepts and plays own roles depending on own peculiarities“ /Andreyev, 1998/.

The school class is continuously developing. It has a dynamic structure and an educational influence on each pupil. The teacher guides, organizes and diagnosticates a class microstructure. To a certain extent he/she designs it (how to arrange the classroom and places of pupils), settles disputes, observes and gives signals to a family concerning deviations in behaviour, solves a part of rising contradictions with an institution - school. The teacher gives rules / uniform, obligatory school supplies, opinions etc./ thus keeping the unique profile and actively participating in the creation of educational models. It is aerobatics of the teacher - to notice any changes, to feel new relationship in development, to ignore misunderstandings.

The “teacher-pupil” connection is realized by means of a school class. The “pupil-peers” connection gives birth and develops a school class. The class is the oasis of a child’s dream and emotions. Therefore the more we know a class, the more confidently we will educationally affect certain pupils and a class.

References:
5. Kasandrova, Zl. Kognitivno razvitie i uchebna dejnost, svat. kol. PU "П. Хилендарски" [Cognitive development and learning activities, edited by the collective of the Plovdiv University „P. Hilendarsky“]. – Plovdiv. - 2009
7. Касандрова, Зл., Учебно помагало за педагогическите специалности, /сборник/ ПУ "П. Хилендарски", 2011
8. Радев, Пл., Една теория и няколко техники на възпитанието, Пл. 1994 г.

Information about author:
Zlatka Kasandrova - Master of Pedagogics, Chief Assistant-Professor, Plovdiv University named after Paisii Hilendarski; address: Bulgaria, Bratsigovo city; e-mail: zlatka.kasandrova@abv.bg

Research Analytics Federations of various countries and continents, as well as the World Research Analytics Federation are public associations created for geographic and status consolidation of the GISAP participants, representation and protection of their collective interests, organization of communications between National Research Analytics Federations and between members of the GISAP.

Federations are formed at the initiative or with the assistance of official partners of the IASHE - Federations Administrators.

Federations do not have the status of legal entities, do not require state registration and acquire official status when the IASHE registers a corresponding application of an Administrator and not less than 10 members (founders) of a federation and its Statute or Regulations adopted by the founders.

If you wish to know more, please visit: http://gisap.eu