Research on Sociality Development — Tracing, Reviewing and Reflecting

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Abstract: Sociality development study includes both theoretical research and practical exploration. This paper traces the origin of sociality development, reviews its theory, and combs its development context. Then, the paper summarizes the research results of domestic and foreign scholars on sociality development from three aspects of research objects, influencing factors and evaluation system, and reflects on the research content and deficiencies.

Keywords: Sociality development, Research objects, Influencing factors

According to Ross Parker, sociality development is a description of sociality behaviors and its constant development and changes with age, as well as the relationship between oneself, peers and adults, emotional experience and expression, and the understanding of one's communication ability in groups. Sociality development studies the influencing factors of sociality behaviors and thoughts, namely, the roles of parents and peers, schools and media, congenital heredity and acquired environment. Some researches explore theories of sociality development, some focus on practical research, and others reach conclusions to provide advice to policy makers.

1. Research Origin of Sociality Development

1.1. Origin of Foreign Research

In Plato's *Republic*, he pointed out that in order to build an ideal society, every freeman must receive appropriate education to shape the "virtue" that meets his nature and social requirements. Dewey proposed in *My Educational Creed* that "all education is conducted through individual participation in human social consciousness." "If social factors are discarded from children, we will only be left with an abstract thing[1]."

Marx's theory of human nature is the basis for understanding human sociality. In *The Outline of Feuerbach*, he said, "human nature is not an abstract thing inherent in a single person. In its reality, it is the sum of all social relations." Marx clearly pointed out that human nature is "the sum of all social relations". The fundamental attribute of human nature is not abstract rationality, nor naturalness, but sociality [2].

1.2. Origin of Domestic Research

The earliest statement on human sociality development in China began with Laozi's ideology. In *Tao Te Ching*, he proposed the view of sociality development that when things grow as they are, they reach the best state of life. Confucius once said, "at thirty, one can stand on his own; at forty, one cannot be confused; at fifty, one can understand destiny; at sixty, one can accept different opinions; at seventy, one can follow his heart without breaking rules." This refers to a mental state that continues to develop with age[3]. The relevant formal studies did not begin until the mid-1980s, like Xue Suzhen's *Sociology of Children*, *Socialization and Personality Development* written by E Ziegler et.al and translated by Li Ling et. al.

2. Review of Related Foreign Theories

2.1. Development of Sociality Development Theory

Evolutionary biologist Charles Darwin argued that emotional development is a key component of sociality development. Several years later, John B Watson proposed that conditioning and learning cause the appearance and change of social and emotional behaviors in individuals [4]. Freud revolutionized the study of social development by focusing more on biological orientation. Later, Erikson extended it from childhood to one's life. The traditional learning theory represented by John Watson, Ivan Pavlov and Clark Hull[5] focus more on the decisive role of environment on behavioral change. An important part of Bandura's cognitive social learning theory is the concept of interactive determinism and self-efficacy [6]. Piaget, the representative of cognitive development theory, proposed that "assimilation and adaptation" plays a great role in human sociality development. Humanism [7] initiated by Maslow et al. raised Maslow's hierarchy of needs. Besides, there are also information processing theory [8], system theory perspective, Bronfenbrenner's ecological theory[9], behaviorology theory[10], human behavioral genetics theory, etc. Since the 1970s, the life-long development theory was born, which was founded by Jung, developed and perfected by Baltes[11].

2.2. Comment on the Theory of Sociality Development

The basic theory of sociality development has two main functions. The first is to organize, analyze and integrate the scattered and representational information and turn it into an interrelated sociality development explanation. The second is that they can bring verifiable hypotheses and make predictions. Though no theory can explain all aspects of sociality development, some classical theories in the past have generally tried to explain development.

Nowadays, there is still no decisive theory that can explain all aspects of sociality development. Instead, development can be interpreted and studied from different angles. By providing details or development phenomena of specific fields, contemporary theories can provide better, more complete and accurate explanations for specific development problems. These theoretical angles all occupy a place in the study of sociality development. By comprehensively using several theories to investigate a particular problem, it is often possible to get twice the result with half the effort.

3. Domestic Research Situation

Currently, the domestic research on "sociality development" mainly focuses on "research objects", "influencing factors" and "evaluation system".

3.1. Research Objects of Sociality Development

With the birth and development of the concept of "life-long development", research objects have expanded from children to adolescents and even to the elderly. In many domestic documents, it is believed that the period of university is a critical period for a person's sociality development, and that university education is the most effective period to influence sociality development.

Kang Ning proposed that college students are a unique social existence with the features of "marginal people"[12]. Deng Lifang et al., believed that college students are "semi-social people" who are about to set foot in society, and effectively grasping the college education will positively promote sociality development[13]. Yao Xin argued that the personality of college students inclines to be perfect, and this stage is the fastest development period of individual self-concept[14]. Wang Xiaoyan believed that college students adapt to the development of society through social practice[15]. Xie Weihe held that the impact of schools on individual students is always mediated by the environment of peers[16]. According to training goals, schools have a planned and step-by-step influence on students to promote their sociality development[17]. In a word, university is an important and special stage of individual sociality development, and the sociality development of college students should be emphasized by the society.

3.2. Influencing Factors of Sociality Development

There is no consensus on the influencing factors of sociality development, which mainly focuses on

both innate biological factors and acquired environmental factors. The former is mainly personality, and the latter includes things like family parenting[18].

3.2.1. The Influence of Innate Biological Factors

Hu Xiaolan focused on analyzing the influence of personality traits on sociality development[19]. Yu Guoliang thought that morality is the reflection of sociality development, both of whom have identity[20].

Wei Yaoyang found that positive group attachment helps the sociality development of college students. Otherwise, it will hinder it[21]. Li Tonggui expounded the problem of establishing interpersonal relationship in sociality development[22]. Studies have shown that attachment anxiety and attachment avoidance affect the sociality development of college students[23].

3.2.2. The Influence of Acquired Environmental Factors

Cui Lijuan found that there are significant differences in social communication between Internet addicted students and non-addicted students[24]. The concealment and availability of Internet and the processability of communication content affect the controllability of adolescents' self-presentation and self-disclosure[25]. Internet dependence greatly affects college students' subjective well-being and social alienation [26].

Outdoor expansion can temper the will and emphasize teamwork[27]; Guiding and directing college students' participation in sports can promote their sociality development[28]. There is a correlation between social support, subjective well-being and sociality development. Cao Yi et al., proved that there is a positive correlation between the sociality development level and subjective well-being, and college students with good social support have better sociality development.

Besides, sociality development is also affected by education and teaching management system, teachers, peers, teaching communication, university cultural construction, dormitory interpersonal relationship, etc. There are also studies that focus on social skills of college students.

3.3. The Evaluation System of Sociality Development

There are various evaluation ways for sociality development. Some of the current commonly used scales in China are developed by ourselves, and some are directly from foreign mature scales. The scales used can be roughly divided into several types. One is to examine the individual sociality development from the angle of personality, like Eysenck Personality Questionnaire (EPQ), Cartel 16PF, etc. The second is to comprehensively examine the individual sociality development, like Chen Huichang's "Children's Social Development Scale", Squires's "Age Stage Questionnaire: Social Emotion (ASQ: SE)", etc. The third is to examine social behaviors, like social skills rating scale for primary school children, teacher scale, etc. Besides, there are also scales for a certain field of sociality development, like the Tennessee self-concept scale, self-rating anxiety scale, self-rating depression scale, etc.

3.4. Reflections on Domestic Related Research

Reviewing the research of sociality development in China, from the research content, it can be divided into the following aspects. The first is research objects of sociality development. As a special group, the sociality development of college students is greatly concerned; The second is factors that influence sociality development, including both innate inheritance and acquired environment, involving family relationships, peer influence, school education, self-inheritance, etc. Some people also call it social motivation research; The third is the research and usage of evaluation scales. The current scales commonly used in China mainly are foreign ones that are modified and adopted.

In summary, from the current domestic research on sociality development, the deficiencies are as follows. Firstly, the research content is singular. Currently, there is almost no completel research on sociality development in China, which is basically from a single aspect. Secondly, the research content is unbalanced. There are many studies on influencing factors of university environment and network, but some are very few. Thirdly, the research timeliness is short. Characteristics of sociality development will change with the changes of the times and become faster and faster. Old research conclusions can not adapt to the situation of the new generation. Fourthly, the research conclusions are negative. The current understanding of problems in sociality development is mainly from angles of negative mental health state, lack of educational management or adverse social influence. However,

individual sociality development is a life-long development, which is dynamic, multi-cause and nonlinear. Thus, the development problems may be the temporary reflection of sociality development level, which should be treated from the perspective of development. Fifthly, research scales are one-sided. Currently, there are few scales to investigate sociality development and the relationship among its different aspects from the overall perspective. Most of the scales focus on the evaluation of sociality development in a specific field or scope, which is difficult to wholly grasp its features. As the senior intellectual talents trained by the state, college students bear the expectations of their families and the great trust of the motherland.

If their sociality development is hindered, it will inevitably cause their social cognition deviations and social interaction affected, which will inevitably lead to the exertion and even abuse of their talents. What is the current sociality development of college students? What are the characteristics of sociality development? How can we influence and promote their sociality development so as to match social requirements? Does the benign guiding strategies of sociality development have duplicity and generalization? These are all questions worth thinking and studying.

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