



## **THE ESSENCE OF SOCIALIZATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON THE BASIS OF A SYSTEMATIC APPROACH**

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### **Article history:**

**Received:** December 7<sup>th</sup> 2021  
**Accepted:** January 7<sup>th</sup> 2021  
**Published:** February 10<sup>th</sup> 2022

### **Abstract:**

The socialization of an individual as a member of a particular society means that he or she adapts to its social relations. Adapting to social relations helps a person to communicate with others, to adequately perform his duties and responsibilities, to use his rights wisely without harming the interests of others, to understand the sense of responsibility in case of deviations from social and legal norms. Achieving effectiveness in the socialization of the individual requires that pedagogical activity in this area begin at preschool age. Therefore, the article discusses the specific aspects of the socialization of children of preschool age.

**Keywords:** a person, children, pupils, preschool age, socialization, approach, systematic approach.

Increasing informatization of social life and the complexity of the content of social relations raise the issue of socialization of the younger generation as an urgent pedagogical problem. Socialization means the adaptation of an individual to the social relations that take place in society. The adaptation of the individual to social relations means that it includes such qualities as loyalty to the spiritual and moral values recognized by the society, respect for universal ideas and resistance to negative social influences. There is a need to socialize the individual in the essence of the idea of educating a harmoniously developed person, which was recognized as one of the social goals in the years of independence.

In the context of global informatization, the growing development of interethnic relations and the synthesis of Western and Eastern cultures ensure changes in the social life of the Republic of Uzbekistan. However, along with the positive processes taking place in the world, the negative events are equally reflected in the life of society. It is especially important to bring up a person who is immune to situations that negatively affect the social development of the country, to withstand various competitions and to ensure his adaptation to social relations.

By its social nature, the individual is constantly evolving with society. All his life activities take place within the society, within the framework of social relations. From this point of view, the socialization of the individual is a socio-pedagogical process organized with the help of objective factors and on the basis of subjective influence, and has a dialectical and dynamic

character. The socialization of the individual is carried out in stages, and on the basis of the "low-medium-high" trinity represents indicators of a certain level. Socialization of the individual is also a complex, large-scale, long-term process. The effective organization of this process is ensured by concentrating the potential of social entities operating in society to a single point and their effective, targeted use.

The socialization of the individual is a long-term, complex, dialectical and dynamic socio-psychological phenomenon, the stages of continuing education and the socio-pedagogical activity organized in them play an important role in its successful passage. The essence of education in preschool educational institutions, which are the lowest link of the system of continuing education of the Republic, is the primary basis for the socialization of the individual.

The "Philosophy. Short explanatory dictionary" states that socialization from a socio-philosophical point of view is a process by which a person acquires exemplary behavior, psychological mechanism, social norms and values: "the process of assimilation of exemplary behavior, psychological mechanism, social norms and values necessary for successful prosperity of society" [5, p. 173].

A.V.Mudrik draws attention to the fact that the process of socialization of the individual occurs in harmony with socio-cultural development. That is, the socialization of the individual is "the development and self-transformation of a person in the process of assimilation and acceptance of culture" [1, p. 7].



In our view, A.V. Mudrik evaluates the process of socialization of the individual only in terms of an individual phenomenon, and in it takes into account that a particular social culture is not equally accepted by individuals who are active subjects of society. However, "socialization" and "individuality" are contradictory concepts. Although, the socialization of the individual is considered a social phenomenon only as a result, but in terms of the process it is subject to a large number of social influences. That is, the socialization of the individual is ensured through the efforts of a group of social entities.

According to R.S.Nemov's approach, the socialization of the individual is both a process and a result, and the achievement of effectiveness in this regard is ensured on the basis of the correct organization of education and upbringing, which is a priority. According to the author, socialization is ensured through the effective organization of education, improvement of psychological functions, the assimilation of social experience by the individual, socio-moral values, norms and rules of behavior, resulting in the enrichment of the worldview. That is, the socialization of the individual is "the acquisition of social experiences by the child according to the characteristics of psychological, mental and personal development, i.e. the improvement of psychological functions under the influence of education and nurturing, the acquisition of socio-moral values, norms and rules of behavior" [2, p. 598].

Indeed, the organization of education in accordance with the ideas of social experiences gained over the centuries, helps to form an individual's behavioral skills and enrich his worldview, making him an active participant in the process of social relations. In our opinion, given the psychological mechanism that plays an important role in the development of the individual in the context of the definition, the essence of the process of socialization of the individual would be more clearly expressed in R.S.Nemov's description.

If the study conducted by A.Sh.Sodikova does not deny the importance of improving the psychological functions of the individual in his socialization, emphasizing the role of socio-moral values, norms and rules of behavior, the enrichment of the worldview in the context of globalization [4, p. 7-8], according to N.Smelzer, for the successful process of socialization, it is necessary to have such conditions as expectations, changes in behavior and the desire to meet expectations [3, p. 276]. So, if we take into account N.Smelzer's approach, then the expected result of the organization of social education should be the basis for the change of personality of the individual and the achievement of the expected result.

A systematic approach to preparing preschoolers for the proper organization of social relations guarantees the achievement of the expected results. The socialization of preschool children on the basis of a systematic approach requires consideration of various aspects of social activity, including education, organization of labor and production, communication with social actors (parents, family members, peers, members of the micro and macro environment). Taking into account the characteristics of the general process in the socialization of preschoolers, the correct definition of directions, the gradual implementation of the process and the achievement of significant results at each stage allow them to be active participants in the next stages of the continuing education system and in increasingly complex relationships. It also helps to develop the skills of resilience to competition and psychological stress in the socialization of preschoolers on the basis of a systematic approach.

In the socialization of children in preschool educational institutions on the basis of a systematic approach it is important to ensure the cooperation of the family, community and the general public with preschools. Therefore, the lives of preschoolers take place among this social object and the leading subjects within it. The provision of practical and methodological assistance to the family in the socialization of children in preschool educational institutions will ensure a positive solution to the problem.

According to psychologists, "a kindergarten period is such a stage in which patterns of character traits and foundations of moral character are formed in children". Therefore, during this period, the individual has a starting point for the formation of skills that will help him to lead a moderate personal life, to achieve success in a particular field, to prevent "social failures". The rapid development of intuition, cognition, attention, memory, imagination, thinking, speech, emotion and will in preschool children, their extreme mobility and imitation ensure their effective adaptation to social life, and the formation of social activity skills. It is desirable to embrace various aspects of social activity such as processes of communication; education; labor and household production in the socialization of children in preschool educational institutions.

Herein, we are talking about the formation of the skills of preschoolers to communicate with the subjects of social relations - parents, family members, educators, peers, members of the micro and macro environment, its proper organization and achievement. The active interaction of preschoolers with educators is important in raising their awareness and enriching their worldview. Thus, social and pedagogical activity of educators in preschool educational institutions is



organized on the basis of scientific and methodological planning that is based on special professional training. Still, they need to pay special attention to certain circumstances when organizing their activities.

Sh.A.Sodikova points out the following as cases that should be taken into account by educators in the socialization of children in preschool educational institutions: teaching (forming literacy in children, i.e. developing reading, writing and counting skills, knowledge of simple mathematical operations, teaching to perform simple exercises, forming knowledge of basics of a foreign language (Russian and English in most preschools with Uzbek language of instruction) and nurturing (forming in children such features as kindness, diligence, courtesy, friendliness, respectfulness, mutual assistance and responsiveness, self-discipline, aspiration to work in a team, justice, bearing responsibility for certain actions, decency, cleanliness and other qualities) [4, p. 23].

One of the characteristic features of the children in preschool educational institutions is their extreme curiosity. Curiosity is one of the important signs of their activities. This is especially the case when children ask adults too many questions. Sometimes adults refuse to answer children's questions or try to avoid questions by saying "Where do you find such questions?", "Go and play with your friends now, I'll answer your question later!" or "Don't you see, I'm busy right now!". Unfortunately, very often adults forget that their children develop through getting answers to their questions. Consequently, children's interest in understanding the nature of the environment and social realities diminishes.

First and foremost, children, who feel negatively affected by adults, experience shyness, fear, and anxiety (such as "What if they scold again?"). Secondly, a characteristic of the national mentality, i.e. because adults forbid children from speaking in front of adults, children develop the habit of not being able to express an opinion freely, not being able to substantiate their opinion with evidence, and not being able to express their views in public in general. An effective way to prevent and eliminate such negative attitudes is to develop the skills of active communication in children of preschool educational institutions, to teach them to express themselves freely.

In the socialization of children in preschool educational institutions on the basis of a systematic approach, it is important to ensure the cooperation of the family, community and the general public with preschools. Appropriate and rational use of the opportunities of mahalla and the community in the formation of spiritual and moral qualities in children,

the development of skills to properly organize social relations will increase the effectiveness of the results.

Thus, in the context of global informatization and the increasingly complex content of social relations, the socialization of the individual acquires a specific relevance. A special role in the socialization of the individual is played by the institutions that organize preschool education, which is the first and most important stage of the system of continuing education of the country. The organization of social and pedagogical activities in these educational institutions on the basis of special professional training will allow to achieve effective results in the socialization of preschoolers. Implementation of socialization of children of preschool educational institutions on the basis of a systematic approach requires the effective organization of socio-pedagogical activities in a number of areas.

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