

# **THEORIES WHICH'RE RELATED TO THE SOCIALIZATION OF PRESCHOOL CHILDREN**

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## **Abstract**

The article presents the theoretical ideas of psychological scholars regarding the socialization of a child's personality. The psychological characteristics of the socialization of preschool-aged children are explored. The process of socialization has been analyzed.

**Key words:** socialization, personality, culture, civilization, communication, interaction, component, behavioral activity, "self" concept, criteria, aspect, mechanism.

## **INTRODUCTION**

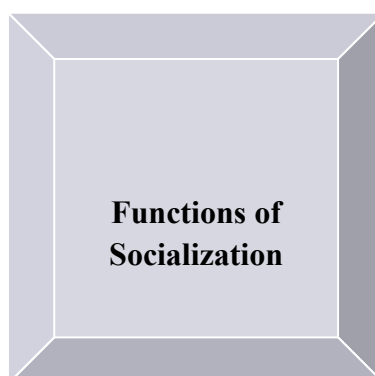
Socialization is essential for every individual to fully organize their life by acquiring necessary skills. What distinguishes humans from other living beings is their behavior and ability to engage in communication. The socialization of an individual begins primarily within the family. Initial socialization starts from birth and continues until the individual reaches maturity. The process of early socialization is crucial for a child, as it serves as the foundation for their future social integration.

The unique characteristics of the socialization process are studied in various fields such as philosophy, sociology, social psychology, the history of pedagogy, and ethnography.

## **LITERATURE REVIEW AND METHODOLOGY**

Nowadays the unique characteristics of the socialization process are being studied by representatives of the symbolic interactionism schools in Chicago and Iowa, as well as by proponents of the "Psychodrama" approach. It is essential to consider ontogenetic and phylogenetic approaches in organizing pedagogical-psychological processes aimed at the socialization of preschool-aged children.

Today, there is a noticeable trend in pedagogy and psychology of utilizing a comprehensive range of methods and approaches developed through philosophical, sociological, socio-psychological, and historical-ethnographic analyses to address socialization issues. The socio-pedagogical system, which is crucial for the successful development of society, involves the process of an individual assimilating social norms and values.



Foreign scholars such as I.S. Kon, A.V. Mudrik, V.S. Mukhina, A.V. Petrovsky, and others have conducted research on the socialization of children. These scholars have established that the socialization of children primarily begins within the family.

A.P. Ganicheva, O.L. Zvereva, and S.V. Kupriyanova confirm that the socialization of children is ensured through family upbringing.

Theoretical analyses show that the socialization of children is realized through pedagogical influence, where family members and educators organize the child's interaction with siblings, peers, and others during play, work, and independent activities.

Socialization refers to the process of an individual's formation under the influence of culture and communication, ensuring the interaction of subjects with one another. This process occurs throughout a person's entire life.

Z. Freud emphasizes certain mechanisms in a child's development. According to him, “the relationships with parents play a significant role in the child's maturation and the formation of their personality” [2].

The philosophical interpretation of socialization was founded by G. Tarde. Furthermore, issues of socialization have been explored in Z. Freud's classical psychoanalysis, in interactionism, in the works of L. Vygotsky and A. Leontiev, and in T. Parsons' structural-functional analysis.

J. Piaget asserts that there are significant stages in the development of a child's personality, but he emphasizes that social influence plays a crucial role in transitioning from one stage to the next. According to J. Piaget, “since cognitive activity occurs through cognitive processes, the child's socialization adapts to the demands of society and achieves balance through new experiences” [8].

M. Mead and R. Benedict studied the influence of culture and parents at different stages of an individual's development, demonstrating that each stage requires a specific form of socialization. Socialization is not limited to childhood but continues throughout a person's entire life. Socialization is a bidirectional process that also has a noticeable impact on the progress of society.

The Greek philosopher Plato believed that “the formation of behavior in children is one of the essential criteria for their level of socialization, as it involves consciously adhering to the norms and rules of behavior in societies” [3].

In his dialogues titled “The Republic” and “Laws”, Plato addressed the issue of the relationship between the individual and society, arguing that society is an

unchanging unity in relation to the individual, and its development is governed by the laws of societal progress. In contrast, Aristotle expressed the opposing view, stating that the individual is the cause of all social changes because they possess psychological systems that enable this. In other words, while Plato resolved the issue of the relationship between the individual and society in favor of society, Aristotle approached it from the perspective of the individual's benefit.

Later philosophers of the modern era—Hobbes, Helvetius, Locke, Rousseau, Hegel, Machiavelli—as well as Eastern philosophers such as Al-Biruni and Al-Farabi, also attempted to explain the contradictions between the individual and society on a scientific basis in their works. However, none of them were able to elevate this issue to the level of a socio-psychological problem. [p 1,13.]

According to D.M. Baldwin, “the process of socialization also influences the child's self-evaluation and personal qualities” [p 2; 47]. The scholar emphasized the social significance of play, arguing that play serves not only as a form of practice but also as an important tool for socialization. It prepares children for the complex social relationships they will encounter in life.

The American sociologist Margaret Mead proposed the idea that “the socialization of children occurs differently in societies based on diverse cultural practices and traditions” [p 6;57]. She affirmed that socio-cultural factors play a leading role in the psychological development of a child. In her scientific views, Mead argued that different cultural practices shape a child’s self-awareness and self-evaluation, which are tied to the cultural traditions of the specific nation. She also highlighted the importance of the characteristics of education and upbringing, as well as the role of family interaction skills in guiding the child's development.

## **RESULTS**

Ensuring that preschool-aged children interact with their peers is crucial. Children begin to shift their attention from adults to their peers, and their engagement in communication gradually expands at this age. While 3-4-year-old preschool children

can easily switch companions in their interactions with peers, by the age of 6-7, they start striving to communicate with specific children.

Hierarchies begin to form within groups, with leaders emerging who can organize the activities of other children and express their sympathy toward them.

Children develop self-evaluation skills and gradually adapt to communication in the process of interacting with peers. They compare themselves with other children, increasingly showcasing their abilities and expressing themselves more prominently. To gain recognition from those around them, they demonstrate themselves in various activities.

## **DISCUSSION**

The important aspects of socialization are characterized by the individual's activity and their personal perspectives on external influences. Therefore, the socialization and formation of an individual occur under purposeful conditions through mutual interaction, the direct influence of the environment, and elements of spontaneity and disorganization. The concepts of “socialization” and “upbringing” are closely related, as the process of socialization proceeds more effectively through purposeful upbringing. The socialization of an individual takes place under the conditions of their life activities. This process is realized through the individual's acquisition of cultural skills, education, upbringing, and participation in social life. The success of socialization depends on changes in behavior and adherence to societal demands.

The individual discovers personal experience through social qualities. The formation and development of the “Self” concept cannot occur without interaction and activity in preschool-aged children. The components of socialization consist of activity, communication, and self-awareness. In their activities, children demonstrate personal qualities, independence, initiative, creativity, and personal agency. In the context of communication, children deeply understand themselves and the participants

in the communication process, grasping the essence of mutual interaction and the perception of others. As a result of self-awareness, the “Self” concept develops, social status is acquired, social roles are assimilated, social perspectives are formed, and moral upbringing takes place. According to psychological scholars, the process of socialization involves the individual's interaction with the surrounding environment, the assimilation of societal life, and social experiences. The unique characteristics of the individual are manifested through their participation in social situations.

The points mentioned above demonstrate that personal relationships manifest in both internal and external activities, and the process of socialization is not always comprehensive if evaluated solely based on external indicators. Socialization occurs within the process of upbringing, which can be both organized and spontaneous, though it is not always purposeful.

## **CONCLUSION**

In the process of socialization, preschool-aged children discover personal qualities and assimilate the moral norms necessary for daily life. The socialization process of children is interconnected with biological, social, moral, and other processes.

We have identified the following criteria for the socialization of preschool-aged children in our research:

- Independence from others, reliability, and self-reliance.
- Formation of societal values and stereotypes.
- Adaptation to behavioral norms and the ability to apply them to their lifestyle.

Socialization develops through mutual relationships and interactions, and the “Self” concept evolves in children. As a result, they learn to express themselves, transform their potential, satisfy their needs, articulate their personal thoughts,

make independent decisions in problem-solving, and develop initiative. The child achieves the ability to adhere to societal norms and values.

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