

SOCIAL ADJUSTMENT OF THE PRESCHOOL CHILD PROCESS ANALYSIS

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Resume

In this article, the issues of socialization of young children, in particular, the positive impact of socialization of preschool education on child development and self-development, are analyzed based on the views of Eastern and Western scientists.

The role of the family in the process of socialization of young children, in particular, the activity of preschool education organization-pedagogue-educator, as well as the pedagogical work carried out by preschool education organization together with parents, was analyzed in detail.

Key words: pedagogue, socialization, education. Education, family, young child, development, self-development, contemporary approach, development field

In the conditions of changes in the field of education, on the one hand, significant changes in all its areas, on the other hand, scientific and technical progress, changes in the nature and content of education, the development of an important and optimal strategy for the development of the field and a new approach and it is natural that it requires solutions. In this regard, there is a need to analyze researches and predictions in the development of social views in society, relevant scientific researches, such analyzes can be carried out only on the basis of scientific-critical and creative approaches, relying on deep knowledge and free thoughts. In the age of fast and information, everyday life, forms of interaction between people in society, everyone, especially pedagogues, need to make children understand that it is necessary not only to educate children, but also, first of all, to achieve high results and engage in social interaction, and to reveal their individual abilities. It is required to focus. Today, it is an urgent problem to provide the need for people who can actively and constructively solve the contradictions in various fields that exist in the society, have a creative approach, and the ability to take initiative.

In order to achieve a solution to the above urgent problem, first of all, it is necessary to develop the individuality of children, to perfect the skills of following national and universal values, norms and rules. In this regard, it is appropriate to rely on the activities of pedagogues-employees, who are considered to be an active transformational layer of society. Because only pedagogues-employees, the active, creative, initiative subject of the society, who are considered to be able to fulfill the requirements of our national education, are able to realize such needs. They are required to work based on the main principle of unity of education and upbringing, not only introducing children to universal values and principles, but not limiting themselves to defining their identity and abilities, encouraging them to think and act independently. [1] In the implementation of this principle, education and upbringing of the young generation shows the need to abandon dogmatic situations that do not meet today's requirements of society in order to reach the modern level of the system. This means that we need to abandon old methods and develop our education based on modern requirements by implementing new pedagogical technologies. However, it is necessary to note that in forming the mind and behavior of children, in eliminating the crisis in the system, we still need to rely on the spiritual and cultural heritage left by our great scholars, and to convey the task of passing this priceless heritage to the next generations to the younger generation. [2] Intellectual, creative, spiritual, moral formation and maturity of the preschool child, its connection with issues of socialization into the society have been studied by thinkers and philosophers, historians, psychologists and pedagogues at all stages of the development of the human society. A vivid example of this is the views of the great scholars of the East, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Kaikovus, Mahmud Kashgari, Yusuf Khos Hajib, Alisher Navoi, Abdullah Avloni, and others. In order to fully ensure the effective adaptation of children to society and their inclusion in social life, in the conditions of society that are changing with the times, the system of raising and teaching the young generation should be optimized in accordance with the times, its typification and similar educational plans, programs and the principles of development and unification of modern educational standards, it is impossible to form children as free, conscious, creative and self-developing individuals.

This topic was discussed by many psychologists, such as L.S. Vygotsky, S.L. Rubinstein, P.Ya. and in the studies of pedagogues, issues of education and upbringing of preschool children, organization of pedagogical processes in preschool education organizations are analyzed and researched, and problems of preschool children and their

pedagogical-psychological analysis are analyzed and researched by V. Kudryavtseva, M. Mida, S. Hall, D.B. Elkonin, E. Erickson, C.A. It is mentioned in the works of Kozlova

Among the Uzbek scientists Sh.A. Sodikova, M. Egamberdiyeva, O.U. Hasanboyeva, M. Qayumova's studies also touched upon the issues of childhood problems and the child's adaptation to pre-school education, but this issue was not sociologically researched and analyzed.

Developing people ready to work and live in society in today's fast-paced world is one of the strategic tasks facing preschool education organizations. From this point of view, in recent years, attention has been paid to the issue of the formation of basic competencies that ensure socialization, self-development, intellectual and physical development of children on the basis of a modern approach. In order to achieve this, in the context of reforms, unity of theory and practice, pre-school educational organizations and realization of children's opportunities on the basis of integrated education, improvement of alternative educational programs and teaching methods aimed at comprehensive development of the child on the basis of differential education is important.

In our opinion, in such conditions, it will be possible to find a solution to the problem by creating a new system of upbringing and education. It is known that education should not rely only on values, existing knowledge and social experience, but it is necessary to determine the main principles of creating a new one along with specially controlled knowledge of the educational system. It should be noted that where the education system is in crisis, family upbringing is also in crisis. In order to prevent this, it will be necessary to update the education system and implement effective reforms. If we talk about the scientific basis of the new education system, it is natural to ask a number of questions: can parents act as a leading institution in the education of preschool children? Can the family provide for raising an active, creative, flexible person? How is the process of "adaptation" to the new conditions and requirements of life taking place in the parents themselves?

The conducted researches and analyzes show that the socialization of children directly begins to form the competence of self-development in them. However, it should be noted that the lack of development of self-development competence in preschool children makes it necessary to study the formation of self-development competence in children as a pedagogical problem. The socialization of young children to preschool education organizations creates the need to improve the theoretical and methodological support of this process by analyzing the scientific theoretical foundations of the formation of their self-development competence.

In the process of researching and analyzing the socialization of children to preschool education organizations, it has been shown that it is necessary to develop and implement a model of self-development competence in them.

Socialization of children at a young age, structural components of their intellectual, spiritual-moral and active-practical development competence (motivational-value, personal orientation, cognitive and reflexive) interaction of the activities of educational subjects shows that it should be done by working on the basis of the hierarchical model of needs (Maslow's pyramid) by ensuring its integrity.

The content of the stages of integrated educational and methodological support (adaptive, cognitive, integrative-active) of the formation of children's self-development competence in preschool education

(according to the principles of didactic, rationality, pedagogical competence) is also considered a means of ensuring their socialization. Components of the self-development process model of preschool children on the basis of socialization (goal, content, procedural, result) emotional-figurative, intellectual-creative and corrective-developmental training based on the requirements of a competent approach to the activities of pedagogues-educators is carried out by organizing classes. In this way, the socialization of children determines the levels of self-development competence in them (self-awareness, emotional stability, maturity, productive, reproductive, partial-exploratory, creative) tasks of diagnosis, analysis, design, and prediction components. provides opportunities for objective assessment through integrative coordination.

Today's pedagogues-educators are required not only to be able to effectively apply their acquired knowledge in practice, but also to have a creative approach to solving professional issues, the ability to constantly learn independently, and continuously develop personal and professional qualities. The ability of professional and creative self-development is one of the most necessary qualities for every specialist, including modern pedagogues. This approach of preschool education organization pedagogues-educators to their activities changes the content of education, creates new opportunities for children receiving education, expands the possibility of developing children's personal capabilities.

It is clear from the above that the most important tasks should be realistically implemented in the field of preschool education only in the period when the educational system is being renewed, that is, when education appears as a process that is consciously controlled and based on special knowledge. It is necessary to pay attention to how the quality, content and direction of pre-school education and upbringing meet the requirements of the time, and to quickly eliminate the shortcomings in this regard.[3]

At present, it is noticeable that there are cases of unclear perception of childhood and children's world by adults, and at the same time, who is a child today, what is his purpose, what is the essence of development, who should he be and what kind of education should he receive?. It is very difficult to get reasonable answers to the questions. Based on this, in our opinion, despite the fact that there are enough deep ideas about many aspects of human nature in the fields of scientific knowledge such as philosophy, psychology, sociology, pedagogy, these sciences are not correct in the laws of modern human development. It is noticeable that they do not have the necessary knowledge, especially in the

development of preschool children, and in turn, it increases the importance of analyzing the specific characteristics of the development of preschool children.

The existence of different views on the specific characteristics of preschool children's development, in our opinion, leads to a lack of clear understanding of the purpose of preschool education, which is the foundation of the educational system. Even today, within the scope of sociology, the essence and meaning of this activity: as a stage of preparing children for school; as the first steps in the development of the child's personality; There are different views as the period of formation of the main mechanisms and ways of the child's effective adaptation to society.

Analyzing the changes being carried out in the field of education in our country, it became the basis for us to come to the conclusion that the effect of these reforms is related to the implementation of modern innovations.[4] Changes in the field of pre-school education, it is clear that the main task of pre-school education is to prepare children for school more qualitatively and effectively by developing their lives, and it is confirmed by the increase in methods of ensuring their formation as individuals. Therefore, it is important to analyze the current state of preschool education as a starting point for introducing innovations in this field, as well as to define and implement the most promising directions of reforms. It should be noted that the questions and problems that arise in the field of preschool education today require a qualified and reasonable answer. and relations can be solved only on the basis of sociological study. Through a sociological study of the attention paid to preschool education and the education of preschool children, we will be able to create a perfect road map for the development of the field.

Through the reforms implemented in preschool education, existing problems have been studied pedagogically, taking into account the possibilities of the system, perspectives of a modern approach to education of preschool children have been developed.[5]

Now it is done by studying the specific features of the role and tasks of the preschool education organization in the child's life on the basis of general theoretical and sociological approaches, pedagogical understanding of the problems of preschool children, psychological support for the development of the child's personality, preschool education social and personal direction in his life, the leading types of activity of a preschool education organization pedagogue-educator, the study of the existing problems in it directly opens the way to solving the problems of the preschool education system. At the same time, the sociological analysis of the important features of the current state of the preschool education system in our country, which is striving for development, is important in determining the level of further improvement of this field.

In today's modernizing Uzbekistan, it is important to work based on modern ideas and concepts, educational requirements based on the child's personality, based on new educational programs, based on the theory of personality, activity and social structure, in accordance with the current requirements of preschool children. is earning.[6] From a content point of view, the process of children's development allows us to get acquainted with the above-mentioned values, norms, knowledge, forms of behavior, attitude to everyone as a certain culture, and the process of socialization. The integration of our country's education into the world education system, the globalization of the educational process requires the interpretation of the problem of development, the development of the child's personality, self-development and self-education from a modern point of view. The main task of preschool education in our republic is to provide education and upbringing to young children, as well as to increase their motivation to acquire knowledge at the next stages of education, professional and personal self-development, self-expression in the future life. is to form readiness to activate creative possibilities. It seems that the modern tasks of preschool education include not only socialization of children, but also continuous development in professional, emotional, spiritual and moral spheres. Depending on the conditions and requirements that arise in the changing society, it is necessary to achieve that young children have the skills and qualifications to change their activity directions. This requires tireless work, development and creativity from preschool education organization pedagogues-educators. Socio-economic, legal, psychological-pedagogical and methodical foundations of raising a perfect human being with high spirituality have been created today in the field of preschool education of our country. In order to solve the existing problems in this regard, steps are being taken towards the intended goal. By ensuring the socialization of young children, special attention is paid to the formation of self-development competence in them. The concept of development of the preschool education system implemented in our country and the strategy of its reform are undoubtedly carried out in an inextricably linked manner with the idea of a humanistic paradigm aimed at developing a child's personality, including pedagogical influence on children's intellectual development. .

In the process of revealing the essence of the socialization of young children and the issue of self-development in the context of this socialization, first of all, we found it necessary to clarify the concepts of "development" and "personal development".

Scientists interpret the psychological and pedagogical aspects of the concept of "development" in different ways. For example, the "Dictionary of a Practitioner Psychologist" provides the following interpretation of this concept:

- 1) strengthening, strengthening; 2) achieving a certain level of spiritual, intellectual maturity, awareness, culture and other similar qualities; 3) reaching a certain level of strength, power, maturity; to raise the level of something; 4) to spread and distribute something on a large scale, using the available opportunity, power; 5) spreading something new, deepening its content or putting it into practice; 6) the process and result of moving from simple to difficult, from low to high, to a new, qualitatively improved state. [7]

Socialization is considered as an internal essence that determines the interaction of young children with the outside world. Such an understanding of the child's socialization and the uniqueness of its development allows to describe it as a fundamental ability of the child's personality. The development of the child's personality becomes the real subject of the child's future life and turns his life activity into the subject of practical changes. Life activity aimed at achieving a consciously set goal is considered as a form of active attitude of the subject to existence, and it is within this life activity and active attitude that the child develops himself.

From this point of view, even in the reforms of the preschool education system today, the child's socialization and quality education are considered as the main factors.

Based on this factor, the issues of education and upbringing of children of preschool age are of particular importance. The aim is to establish a preschool education system based on modern requirements. In this regard, it is worthy of recognition that our state has provided material support for the industry. The task of state and private preschool education organizations is to raise the quality of education for preschool children to a new level. It is not an exaggeration to say that the destiny and development of the nation always begins with the education of the preschool child, and the development of the child's mind, thinking, and behavior towards life and society, doesn't. We should educate our children in such a way that they will have their own self and be able to socialize quickly in the society.

The conducted research shows that the development of the preschool child's personality revealed the important features of the pedagogical process in preschool education organizations: the main feature of this period is the child's transition from one environment (family environment) to another environment (preschool educational organization) and the rules of living together with people, mastering the main direction in child development, i.e. self-development skills and competencies. In particular, when a child comes from a family to a pre-school educational organization, first of all, he is far away from his family and parents, which undoubtedly creates a certain feeling of fear in the child. It is natural that a child who feels that his mother is always with him and helps him in solving any problems, now comes to preschool education organization, he is afraid of what he will do without his mother. In order to eliminate such fear, it is necessary to gradually accustom the child to preschool education organization, to have many friends in preschool education organization, and to be taught by kind educators. "The child now chooses friends and learns from them, not only playing with peers, but also helping them, following the rules and manners of the preschool education organization, communicating with others, and others also learn to protect huquai. The faster and more correct the child's adaptation to the preschool education organization is, the more important it is for his adaptation to society at the next stages of his life." [8] Because above we recognized pedagogues as an active transformational layer of society. Their active transformational activity is very important for preschool children who have just started their socialization into the society by entering the preschool education organization.

It should always be kept in mind that during the period of adaptation of the child to the preschool educational organization, the tasks of raising and developing the child are inextricably linked, and they are carried out in a single pedagogical process. In this process, in order to constantly develop and educate children intellectually, first of all, it is necessary for the pedagogue-educator to record the level of socialization of children. If a clear goal is set for parents and children and during the period of adaptation to the organization of preschool education, their cognitive activity and intellectual development will be more successful. In the preschool educational institution, the child learns to a new environment, makes friends, realizes his "I", is searched for a certain task in educational game activities, thinks, and this work includes several actions. covers As the child socializes to preschool education organization, he observes the environment and his peers, learns to analyze, applies certain rules in order to perform certain exercises that must be performed in educational game activities, and the pedagogue-educator at this time, he should teach the child to think deeply, to work in cooperation with his friends in the group. Preschool education, which develops a child's personality, is manifested by the implementation of this task. In this way, the child is not only socialized into the preschool education organization, but also learns to think and analyze, set goals for himself, and strives to achieve them. It can be seen that the child develops and improves himself as he adapts to the organization of preschool education. It directly depends on the level of organization of educational game activities in preschool education organization. If the pedagogue-educator can successfully carry out his task as a transfer, that is, if he can find a way to the child's heart, then the child's development will be accelerated, his abilities will be revealed, and sometimes the opposite can happen.

In fact, both education and training serve to develop a child's personality. However, practice shows that the task of developing education in the process of teaching may fail. In order to prevent such a failure, it will be necessary to form a special direction of education development. For this, it is appropriate to involve children in activities aimed at developing sensory perception, movement, intellectual, volitional, emotional, and motivational skills. Such education involves not only the child's basic competencies, but also their general development and the establishment of special measures in this regard. For this, the content of the developing environment is cultural and historical values: national and regional traditions; it should be compatible with the characteristics of nature and climate; because the content of the environment forms the basis of the primary worldview and helps the child's successful social adaptation. At the same time, in the process of educational game activities, children's abilities of "self-development", "creativity", and "creative thinking" are developed. As shown above, the child's socialization in the preschool educational organization covers all key competencies of the child's development and thus expands its developmental impact. The peculiarity of the preschool child's socialization to preschool education organization is that now he tries to be independent in many tasks.

All of this is related to the development of the basic competencies of the child, which is considered a successful result of educational and educational tasks.

Our observations show that there are conflicting situations regarding the socialization and self-development of young children. Today, in preschool education, there are conflicts between the constant socialization of the child and the need to train pedagogical personnel capable of self-development, and the low level of self-development skills development in the context of children's socialization. Naturally, this conflicting situation affects the factors and pedagogical conditions that influence the effective formation of the competence of self-development through socialization to preschool education organization in children in the preschool educational organization, first of all, "socialization", "self-development", "self-development competence", "developing education" concepts should be revealed and put into practice.

In such an approach, the content of education is changed, the formation of new opportunities for the learner, the development of his personal capabilities is envisaged, for example: to acquire knowledge, that is, to solve problems in the fields of development, including the purpose of knowledge activity, it is necessary to determine the necessary source of the child's socialization to preschool education organization, to find optimal ways to achieve the set goal, to evaluate the obtained results, to organize one's activities, to solve existing problems in working in cooperation with other parents. The formation and development of a child's personality is a continuous and extremely complex process, which is influenced by many goal-oriented factors, and therefore the process cannot be approached spontaneously. The most important of them are socialization, education and self-development.

The conclusion is that the development of a preschool child depends on the extent to which educational and educational tasks are put into practice in the pedagogical process of the preschool educational organization. These tasks of preschool education cannot be imagined in the pedagogical process as "three parallel lines that do not intersect with each other". As we have mentioned above, due to educational integration, they merge with each other and create an organic relationship. This process is a consistent systematic process, one can happen before the other and become a cause for another, and the third can be its consequence and at the same time activate the first cause. The unity of educational and educational tasks in preschool education organizations is the basis of the development of the child's personality. The task of development accelerates educational and educational tasks. When we observed the same activities in preschool education organizations, it was noticed that the following characteristics occupy an important place in the transformational activities of pedagogues:

- Affection for children
- Impoliteness
- Respect the child
- To glorify the personality of the child
- Being able to help a child in any situation like a mother
- Cooperation with parents

However, it should not be forgotten that the child's socialization to preschool education organization and to society through preschool education organization is not a process that can be realized only with the effort and actions of the pedagogue-educator.

In order for the preschool education organization pedagogue-educator to effectively establish cooperation with parents in the successful implementation of the child's socialization, the relationship between them based on mutual trust and activity is of great importance. Taking into account the importance of this process, that is, the success of the child's adaptation to a new environment: it can be an important point in the child's future, so parents should be active, and help pedagogues closely to get their children to show their abilities in preschool education organization. are required to be. For children growing up in today's technology and information world, using traditional methods remains a very ineffective approach. In this process, it will be possible to achieve the child's socialization by forming the mind and behavior of the child, not relying only on the achievements in the science of pedagogy. In such an approach, the content of education is changed, based on the socialization of young children, it is envisaged to manifest and form their opportunities, to develop their personal abilities, for example: existing problems in the competence of children's development areas, including the purpose of cognitive activity, information identifying the necessary source, finding optimal ways to achieve the set goal, evaluating the obtained results, organizing one's own activities, according to the requirements of modern didactics, are manifested in the skills of young children. Therefore, education involves not only imparting knowledge to children, but also developing the skills of applying knowledge to obtain new information and solving life problems. Therefore, in the educational mission, along with imparting knowledge to children, development of general and special skills is also provided. The skill is understood as the ability to acquire a method of activity and practical application of knowledge. In other words, skill is practical knowledge. Skills, in turn, teach children to solve their problems from a young age

It shows the reforms in our country that it is necessary to qualitatively change the development of the child's personality in preschool educational organizations, to improve self-awareness skills and competencies by perfecting the concept of "I" in them, to make the child as an all-around mature, socially perfect person. if we take it as a process of maturation and we can see this process as a system that includes the methods and mechanisms of the child's personality and development that interact with each other and have a certain content.

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