



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01603.7

THE IMPORTANCE OF GAME IN CHILDREN'S SOCIALIZATION

Rasulova Hulkar Sadatovna* ; Sh.Nurullaeva**

*2nd year student,
 Karshi State University, UZBEKISTAN
 Email id: hulkar_rasulova@mail.ru

**Based on the Review of Associate Professor of Karsu,
 UZBEKISTAN

ABSTRACT

This article focuses on the formation of a person and his socialization, how a child adapts to the world of people (adults and peers) in preschool education in the first years of life, whether he can find his place in life or realize his potential. The stages of the process of social adaptation of children to preschool institutions are studied. It has been revealed that the implementation of play techniques in working with children facilitates children's adaptation to new social conditions, helps them to adequately understand themselves and other people, and learns the basics of constructive behavior and communication in society.

KEYWORDS: *Social Development, Play, Success, Self-Management, Behavior, Upbringing, Family.*

INTRODUCTION

Methods of socializing a preschool child are primarily related to his or her age and leadership activities. Accordingly, the personal development of a preschool child depends on the following: It is important to understand that the leading activity of a preschooler of any age is play, so socialization occurs mainly through play. Therefore, special attention should be paid to methods that ensure the development of children in the form of simple play.

Kindergarten, as one of the most suitable institutions for the social adaptation of a child (following the behavioral norms of educators), appears sooner or later in the life of almost every child. Some parents think that the optimal age to get acquainted with the rules of kindergarten is 3 years, others think that the earlier, the better, while others think that a year before kindergarten is enough for a child to fully adapt to stress-free social life .

Also, until he is three years old, open the doors of the kindergarten in front of the child, where the kindergarten teacher will be waiting for him. On the one hand, children of such a soft age do not always understand the trick and are happy to go to the garden, on the other hand, too early registration of a child in the garden can lead to a breakdown of his connection with home and family.

Thus, the optimal age for enrolling a preschool child in kindergarten is 3-4 years old. In this case, social adjustment continues as smoothly and almost stress-free as possible. What influences the adaptation process? Social adaptation depends in many ways on the age of the child. In general, the sooner he joins a group, the sooner he can accept and adapt to new living conditions. In addition, this process is directly influenced by the previous upbringing of the baby in the family. Every child has a different social adaptation.

The period of adaptation is mainly related to the ability of the baby's nervous system to adapt to abruptly changing conditions. Children who are not deprived of communication with adults and children before entering kindergarten, have the opportunity to gain new life experiences, and change the environment from time to time (visiting, going to sea and village) are more likely to spend social adjustment in kindergarten. There can be three main levels of flexibility: easy; medium; heavy

The mild form is characterized by the rapid dependence of the preschool child on the new living conditions in the garden, without stress. The child goes to kindergarten with pleasure, glad that his parents have come. It is also characterized by a slight decrease in appetite, which returns a week after the child enters kindergarten. Sleep improves in a few weeks. In such cases, the immunity in preschool children is almost not damaged, the body adapts to new conditions in a few weeks.

The moderate form of adaptation is characterized by the appearance of abnormalities associated with the baby's appetite and sleep. The child moves less, feels depressed, has difficulty defecating, dark circles appear on the face, decreased immunity, can lead to pain with acute respiratory infections.

The heavy form is not very common. It is characterized by frequent illnesses of the child against the background of emotional stress. The preschooler refuses to eat, does not sleep well, is inactive. In such cases, it is possible to talk about the normalization of the situation six months after the child enters kindergarten. If there is no improvement even after six months, they usually acknowledge that the child will not be able to adapt to kindergarten, at least during this period, and invite parents to try everything again next year.

It is recommended to take the time to prepare the preschool child for a new stage of life in advance so that social adjustment can take place as smoothly as possible and without endless stress for the child and parents. What to do about it? Particular attention should be paid to the child's menu in preparation for kindergarten. It is advisable to try to add to the diet vegetable salads, casseroles, fish soufflés, as well as cocoa, milk porridge, jelly. In addition, attention should be paid to the ability of the preschool child to be independent. In order not to be so dependent on the help of educators in kindergarten, the child should have basic skills of self-management - this will have a positive impact on his dignity. The child should be able to use the toilet independently, wash their hands, dress, undress, eat and of course play. The more

independent and confident a child is in a group, the easier and faster his or her social adjustment in the team will be. If the baby is approaching the time of entering the garden, it is necessary to try to gradually separate it from harmful habits, such as playing with a doll or food.

It also helps soften the early days of being in the garden with her favorite toys that she can bring to the group with her. For social adjustment to take its course, it is necessary to follow a schedule of kindergarten and at home, even on weekends and holidays. At the end of the day after kindergarten, the child and caregivers should talk about how the day went, what the child did well and what didn't, what they liked and what they were upset about. We know that the social adaptation of children in a preschool can last from two months to a year.

Everyone undergoes a process of social adaptation in the process of their individual development and professional and labor formation. Complete social adaptation includes physiological, managerial, economic, pedagogical, psychological and professional adaptation to a person. Adaptation to management is impossible to provide a person with favorable conditions (at work, in everyday life), to create the initial conditions for the development of his social role, to influence him and to provide activities that meet the interests of society and the individual. Economic adaptation is the most complex process of mastering new socio-economic norms and principles of economic relations of individuals and entities. Pedagogical adaptation is the adaptation to the system of education, upbringing and upbringing, which forms the system of values of the individual. Psychological adaptation is the process by which the sensory organs adapt to the specific properties of the stimuli that affect them in order to better perceive them and protect the receptors from overload. The process of human psychological adaptation takes place constantly. Professional adaptation is the adaptation of an individual to a new type of professional activity, a new social environment, working conditions, and the characteristics of a particular specialty. The success of professional adaptation depends on a person's specific propensity for professional activity, the compatibility of social and personal motives for work, and other factors.

The process of social adaptation consists of several stages: The first stage is preparation. This continues until the student joins a social group, and determining his or her status involves conducting a social diagnostic that includes getting to know his or her personal characteristics. The second stage is to join a social group, which involves helping the new student adapt to the conditions of the institution. The third stage is the acquisition of socially useful roles through participation in social activities, the acquisition of new social experience, knowledge, skills and competencies. The fourth stage is the social environment in which the natural conditions arise from the problematic situation of sustainable social and psychological adaptation, which is characterized by the ability to solve anything. The antonym of social adaptation is the concept of social flexibility.

In such an upbringing, they consider the following as probable reasons for the formation of self-awareness: frequent exchanges of adults in the institution, which disrupts the continuity of the child's relationships and experiences; In contrast to the "event" position of adults in the family, the pedagogical position of adults who are the object of child care, upbringing, and education; Group III children's attitudes and lack of emotional connection with adults lead to the child not being able to distinguish and know the 'I'; strictly regulates all the actions of the child in the institution, leaving no choice and responsibility.

Much attention was paid to the formation of children's communities, their inculcation of sanitary-hygienic, labor skills, self-service and educational work. The formation of collective skills in children is a labor activity in the process of organizing general cleaning in groups, services to respect the work of workers (kitchen, castellan), cleaning the area and work in the livestock complex. The use of incentive methods, a specific example of teachers, the implementation of an individual approach helps to form a positive attitude towards work in children.

Thus, we considered the concepts of 'adaptation' and 'social adaptation'. They found that the goal of social adjustment is to instill in the child a sense of duty, social security, and preparation for future adult life. The main task of the preschool educational institution is to prepare pupils for independent living.

"A life worthy of man is a life that allows him to understand to the fullest extent the fullness of his peculiar features and functions as a representative of the highest stage of the biological world peculiar only to man." In the modern world, the problem of social development of the younger generation is becoming one of the most pressing issues. Today's teachers and parents are very concerned that a child entering this world will be confident, happy, intelligent, kind, and successful. The complex process depends on the formation of a person and his socialization, how the child adapts to the world of people (adults and peers) in preschool education in the first years of life, whether he can find his place in life or realize his potential. The problem of social adaptation of children and pedagogical conditions of its successful course in preschool education is of great interest for modern childhood pedagogy.

Particular attention should be paid to the issues of adaptation of older children of preschool age to the preschool group, primarily the study of factors and problems that cause difficulties in the process of social adaptation, which negatively affects social and personal development.

The most interesting aspect of our study is the understanding of social adaptation as a process of active adaptation of an individual to social environment conditions, as well as self-formation - awareness and role behaviors, self-management and the ability to establish adequate relationships with others. The concept of "social adaptation" itself is "the process of adaptation of a person to a changed environment through various social means. The result of social adaptation is the achievement of positive spiritual health and the development of the individual's values in line with social values, the transition to a larger group." times, they begin to feel like the oldest among other children in kindergarten. The educator helps preschoolers understand this new situation. It maintains in children a sense of "adulthood" and on this basis helps them to know, communicate and solve new, more complex problems of activity. causes.

Preschool is a completely unique period of human development. At this age, the child's whole mental life and attitude to the world around him is restored. Adaptation is aimed at ensuring the balanced functioning of systems, organs and mental organization of the individual in the changing conditions of life. Social pedagogy studies the problem of social adaptation - the active adaptation of a person to the conditions of the social environment (living environment), as a result of which there are the most favorable conditions for self-expression and natural assimilation, goals, values, norms and socially accepted patterns of behavior.

Adaptation as a process refers to the natural development of a person's resilience to different conditions, his or her living environment, or certain conditions (e.g., in kindergarten, in a group). This allows a person to realize his natural self, to socialize. For example, for a child, it is socialization in an environment or environment that is comfortable for him or her. It could be a family, a kindergarten, a school. As a result, adaptation is the degree to which a child adapts to the living environment, the conditions given to him or her, and the extent to which his or her behavior, attitudes, and activities conform to the age, social norms, and rules accepted in that society.

The environment is also a very different association of people, distinguished by a system and rules of special relationships that apply to all members of this society. Therefore, on the one hand, man brings his own things, influences them to a certain extent, changes them, but at the same time the environment affects man, puts his own demands on him. He can accept and reject man, some of his actions, manifestations; can treat him kindly and possibly be hostile.

Social development (socialization) is "the process by which an individual assimilates and further develops the socio-cultural experience necessary to incorporate it into the system of social relations." The social development of a preschool child is a process in which a child learns the values, customs, and culture of the society in which he or she lives.

If the transition to a new social position and new activities do not come in time, then the child will feel dissatisfied. The child begins to understand his place among other people, he forms an inner social position and aspiration for a new social role that meets his needs. The child begins to realize and generalize their experiences, develops a stable self-esteem, and an attitude that is consistent with success and failure in the activity.

Low self-esteem in preschool children is perceived as a deviation in personality development. Characteristics of older preschool children's self-esteem types: Children who do not have enough self-esteem are very mobile, unrestricted, move quickly from one type of activity to another, and often do not finish what they started. They are not inclined to analyze the consequences of their actions and deeds, they tend to solve any very complex tasks "immediately". They are unaware of their failures. They always strive to be in the public eye, promote their knowledge and skills, try to stand out from the background of other children, to attract attention to themselves. If they are unable to ensure the full attention of adults in their activities, then they do so in violation of the rules of conduct. For example, in a group, they shout from one place, comment loudly about the educator's behavior, smile, and so on. These are, as a rule, attractive children from the outside. They aspire to leadership, but in a peer group they may not be accepted because they are mostly "self-centered" and not inclined to collaborate.

Some children are equally involved in both praise and reprimand, for whom the key is to be the center of adult attention. Children who value themselves adequately tend to analyze the results of their activities in an effort to identify the causes of mistakes. They are confident, active, balanced, move quickly from one activity to another, and are determined to achieve a goal. They want to collaborate, help others, be friendly. In case of failure, they try to determine the cause and choose tasks of slightly less complexity.

A child with low self-esteem seems slow. For a long time, he doesn't start the task for fear of not understanding what to do and doing everything wrong; adults try to assume they are happy with

it. The more important the activity, the harder it will be for him to deal with it. Children with low self-esteem tend to avoid failures, so they have less initiative and choose specific tasks. Failure in action often leads to abandonment. The reasons for the individual characteristics are related to the combination of developmental conditions that are unique to each child in adult preschool self-esteem. In some cases, inadequate self-esteem in older preschoolers, uncritical attitudes toward adults and children, lack of individual experience and communication skills with peers, lack of self-awareness and results in someone's activities, low affective generalization and reflection .

Depending on how a person evaluates his or her unique qualities and abilities, he or she accepts specific goals of the activity for himself, a special attitude to success and failure is formed, aspirations are formed to one degree or another. What influences a child's self-esteem and self-image formation? There are four conditions that determine the development of self-awareness in childhood: 1) the experience of communication between a child and an adult; 2) experience of communication with peers; 3) individual child experience; 4) his mental development.

In a preschool, the essence of the game is to follow the rules that follow from the role you play. Game actions are shortened, generalized, and conditioned. The role-playing game is gradually replaced by a game with rules. Preschool age is a period of real formation of the individual and personal behavioral mechanisms, when the child's motives and desires begin to form a system that is increasingly insignificant.

Older preschool age is the final stage of socializing a child at the preschool level. At this stage, significant changes take place in his life. To come to kindergarten, a child is required to master the system of such components of social adaptation: the ability to adapt to life in a new social environment, to understand the new social role of "I am a preschooler", to understand a new period of his life. In order to bring up a harmoniously developed person, it is necessary to promote his socialization in the first societies - family and kindergarten group, which can contribute to the socio-psychological adaptation to the future life of society and successful interaction with the world around. As a result, socialization shapes children's readiness to go to school in the future and their free communication with peers and adults.

Much in this complex process of shaping a person and his or her socialization depends on how the child adapts to the world of people (adults and peers) in preschool during the first years of life, when he or she cannot find his or her place. The process of social adaptation of a preschool child is greatly influenced by adults as carriers of social experience and values. The analysis of the research showed that in order for a child to successfully adapt to the conditions of a preschool institution, it is necessary to form a positive attitude towards kindergarten.

The observation revealed that educators use a variety of approaches in pedagogical communication and leadership of children with social adaptation problems. Research confirms the urgency of this problem and highlights the need to find a quick solution to the problem of social adaptation of children in older preschools.

CONCLUSIONS AND SUGGESTIONS

In conclusion, it can be said that the relevant standards for changing the social environment for a socializing child are the family, the preschool, the educational institution, and the environment. Implementing play techniques when working with children makes it easier for children to adapt

to new social conditions, helps them to adequately understand themselves and other people, and learns the basics of constructive behavior and communication in society. In the modern world, the problem of social development of the younger generation is becoming one of the most pressing issues.

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