

HISTORICAL AND PEDAGOGICAL ANALYSIS OF THE CONCEPT OF SOCIALIZATION IN THE DOMESTIC HUMANITIES

Nurmatova Nargiza Ulugbekovna*

*Student,

"Family and Women" Scientific Research Institute Foundation,

UZBEKISTAN

Email id: nurmatova@mail.ru

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ABSTRACT

The process of "socialization" from a scientific point of view in pedagogy and psychology began to be studied relatively recently, but over the past century, the attitude of both domestic researchers and political authorities to this concept has undergone significant changes. Now, socialization is commonly understood as a special process of including a child in society, the process and result of assimilation, active reproduction by an individual of social experience. This process can take place both spontaneously and purposefully. Over the years, the more this concept was studied, the wider it became. For pedagogy, the ideas of I.S. Kohn about the value of the individual-personal in the process of socialization means an appeal to the upbringing of the individual's ability to self-determination in life, the development of self-education skills, social activity. The study of socialization over the years has shown that in the younger generation this process proceeds differently in individual countries and in different historical eras. The specificity of socialization is manifested mainly in the nature of the impact on the personality of the child from the institutions and agents of socialization, and for many centuries the priority role has been assigned to the family, which from a socio-pedagogical point of view can be considered as the main institution of socialization of children.

KEYWORDS: *Socialization, Primary School Age, Domestic Pedagogy, Sensitive Period, Educational Process, Educational Environment, Individualization.*

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