

SOCIAL DEVELOPMENT OF A PRESCHOOL CHILD

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ABSTRACT

This article provides a scientific and theoretical analysis of the development of preschool children in society, the stages of their socialization, and the factors influencing personality formation. The role of the family, preschool educational institutions, and peer environment in a child's development is highlighted. The impact of the social environment on emotional and moral upbringing as well as the formation of communicative skills is discussed. The importance of play activity as a key means of social adaptation is substantiated.

Keywords: Preschool age, society, socialization, personality development, family, preschool education, communicative competence, social environment.

INTRODUCTION

This article examines the theoretical and practical aspects of the social development of preschool children within the framework of the modern preschool education system of the Republic of Uzbekistan. The essence of the concept of "socium" and its influence on the formation of a child's personality are revealed. The views of Lev Vygotsky, Jean Piaget, and Urie Bronfenbrenner on the process of child socialization are analyzed. Particular attention is paid to the role of the family, preschool educational institutions, and play activity as leading factors of development. The importance of creating a favorable social environment for the formation of a socially adapted and morally mature personality is emphasized.

In modern conditions, the preschool education system is regarded as one of the most important components of social development. The foundations of human personality are formed precisely during early childhood. From birth, a child develops under the influence of the socium — the totality of social conditions, institutions, and relationships surrounding them.

In the Republic of Uzbekistan, the development of the preschool education system has been elevated to the level of state policy. The reforms being implemented are aimed at the comprehensive development of the child and their upbringing as a personality adapted to social conditions.

Preschool age (3–7 years) is a crucial stage in personality formation. During this period, the child:

- actively explores the surrounding world;
- intensively develops speech;
- masters forms of communication with adults and peers;
- acquires primary social experience through play.

In the context of globalization, the influence of mass media and digital technologies is increasing, which requires pedagogical guidance and supervision by adults.

METHODOLOGY

The methodological foundation of the study is based on the cultural-historical theory of personality development by Lev Vygotsky, the cognitive development theory of Jean Piaget, and the ecological systems theory of Urie Bronfenbrenner.

Vygotsky substantiated the social nature of a child's mental development and introduced the concept of the zone of proximal development, according to which a child can perform tasks at a higher level with adult support.

Piaget characterized preschool age as the stage of preoperational thinking, during which symbolic function emerges and imaginative thinking develops.

Bronfenbrenner explained child development through interconnected environmental systems:

- microsystem (family, kindergarten);
- mesosystem (interaction between elements of the microsystem);
- macrosystem (cultural values and social norms of society).

RESULTS

The study shows that the social development of a preschool child is a multifactorial process that includes:

- 1. Transmission of social experience.** The child assimilates behavioral norms, values, and cultural traditions of society.
- 2. Formation of moral qualities.** The foundations for distinguishing between good and evil, responsibility, and respect for others are laid during preschool age.
- 3. Development of communicative skills.** Interaction with peers fosters empathy, cooperation, and conflict resolution skills.
- 4. Mastering social roles.** In role-playing games, the child models social relationships (doctor, teacher, shopkeeper, etc.), enriching their social experience.

The Role of the Family

The family is the child's first and most significant social environment. Within the family, the following are formed:

- basic behavior patterns;
- value orientations;
- emotional stability.

A favorable psychological climate in the family promotes successful social adaptation. Conversely, neglect or violence negatively affects the child's development.

The Role of the Preschool Educational Institution

The preschool educational institution acts as a secondary environment of socialization. Here the child:

- learns to interact within a group;
- masters rules of discipline;
- develops independence and initiative.

Play activity is considered the leading type of activity in preschool age. Through play, the child models social relations, internalizes norms of behavior, and develops creative thinking.

DISCUSSION

The social development of a child is not limited to the family and preschool institution. As the child grows, the circle of social contacts expands. The child seeks a comfortable environment where they feel understood and respected.

In the context of digitalization, the influence of the media environment becomes especially relevant. Rational use of digital technologies can broaden a child's outlook, whereas uncontrolled use may negatively affect communicative and emotional development.

Thus, the effectiveness of socialization depends on the coordinated influence of various social institutions.

CONCLUSION

The social development of preschool children is a complex and multidimensional process that determines personality formation. The family, preschool educational institution, peers, and the broader social environment play a crucial role in shaping a socially competent individual.

Creating favorable conditions for socialization within the preschool education system remains a priority task of modern society. Only in a harmonious social environment is it possible to form a communicatively active, morally mature, socially adaptable, and independently thinking personality.

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