



## Preparing Children for Social Activity in Preschool Educational Organizations - Pedagogical Need

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Article History	Abstract
Received: 12 June 2023 Revised: 10 Sep 2023 Accepted: 19 Sep 2023	<p>This article discusses the need to prepare students of the direction of preschool education" for social and pedagogical activities, the essence and priority principles of this process, the content of the training of future educators of the direction "Preschool education" the orientation of the child to social life, the role of training sessions in preparing future educators for social and pedagogical activities, as well as the possibility of preparing students for the socialization of children in organizations of preschool education outside the auditorium, is highlighted.</p>
CC License CC-BY-NC-SA 4.0	<p><b>Keywords:</b> social, technique, technology, pedagogical process, physiological-psychological, social-pedagogical activity, physical development, social and ethical values, science, technology.</p>

### 1. Introduction

The reforms carried out in the Republic of Uzbekistan during the years of independence ensured the fundamental renewal and enrichment of the educational system. Taking into account the social changes taking place in the society, the introduction of teaching a number of new academic subjects created an opportunity to educate a person in accordance with the requirements of the time and bring him to adulthood. The rapid development of science, technology and technology, the improvement of household living conditions, the convergence of rural and urban life, the ever-expanding scope of the negative impact of man on nature, the improvement of information and communication, as well as computer and sophisticated technologies. The priority of service in various spheres of social life causes both positive and negative situations in personal relationships. Unhealthy lifestyle (addiction to alcohol and drugs, irregular sex life), deviant behavior, social irresponsibility, etc. can be cited as negative situations.

Along with the family, preschool education organizations play an important role in the life of preschool children. Preschool education organizations "... aim to form a child's personality in a healthy and mature way, prepared for schooling" [13].

The healthy and mature development of the child's personality is important for the achievement of efficiency in the activities of preschool educational organizations, their material and technical support, the potential of pedagogical personnel, educational and educational directions, the content of the pedagogical process, as well as teachers and students. A healthy psychological environment is of priority.

## **2. The Main Results and Findings**

In recent years, as a result of the acceleration of the pace of social life, there was a need to prepare preschool children for the process of social relations, which is complex in content, multifaceted and based on internal competition, taking into account the physiological and psychological characteristics of children of preschool age. The experiences of developed foreign countries (for example, Great Britain, Germany, France, the USA and Japan) and the results of a number of pedagogical and psychological studies show that this need can be met by establishing socio-pedagogical activities in educational institutions. is doing [14].

The concept of "socialization" is "Philosophy. In the "Brief Explanatory Dictionary" it is interpreted as follows: "the process of mastering exemplary behavior, psychological mechanisms, social norms and values necessary for the successful development of society" [18]. In the "Explanatory Dictionary of the Uzbek Language" it is indicated that the concept of "socializing" means "getting a social tone". Socialization reveals the general nature of the concept. However, when analyzed from a socio-philosophical, pedagogical, and psychological point of view, a broader, more detailed explanation of the content of the concept is required [16]. After all, "getting a social tone" serves to express the result. In the socialization of the person and especially in the pedagogical interpretation, it is important to study and analyze the nature of the process, its course before the result.

A.V. Mudrik draws attention to the fact that the essence of this concept consists of "human development and self-change in the process of assimilation and acceptance of culture" and shows that the main stages of socialization are as follows:

1. Childhood period: infancy (from birth to 1 year);
2. early childhood (1-3 years old);
3. childhood up to school age (3-6 years old);
4. junior school age (6-10 years old).
5. Adolescence: young adolescence (10-12 years old);
6. early adolescence (12-14 years old).
7. Youth period: early adolescence (15-17 years old);
8. adolescence (18-23 years old);
9. youth (23-30 years old).
10. Age of maturity: age of early maturity (30-40 years);
11. maturity age (40-55 years);
12. old age (55-65 years).
13. Old age: old age (65-70 years old);
14. the age of enlightenment (over 70 years old) [14].

In our opinion, the period of socialization of a person is correctly indicated by the author. However, maturity in this place includes 30-60 years as a specific stage of age periods. During this period, a person "fully develops physically, reaches maturity" [16]. It is during this period that it becomes socially active and appears as the main force that ensures the

development of society. After the age of 60, on average, there is a decrease in the physiological, physical and social activity of the population, and a gradual weakening of the organism's activity becomes a typical feature [16]. This situation becomes the main sign of old age without taking into account the creative activities of a group of individuals.

R.S. Nemov emphasizes that the socialization of a person is a process and result that occurs under the direct influence of education and upbringing: the child's assimilation of social experiences according to the characteristics of psychological, mental and personal development, i.e. the improvement of psychological functions under the influence of education and upbringing, the acquisition of socio-moral values, norms and rules of behavior, the process and result of the enrichment of worldview [17].

In fact, the influence of social, psychological and pedagogical factors is important in the socialization of a person. However, in our opinion, unlike R.S. Nemov, without denying that the improvement of psychological functions is important in the socialization of a person, we would like to note that in the conditions of globalization, the assimilation of socio-ethical values, behavioral norms and rules, and the enrichment of the worldview take a leading place. Socialization represents the process of formation of a person under the influence of culture, communication, communication with each other [18]. In the process of socio-philosophical, psychological and pedagogical research, the following situations characteristic of the socialization of a person have been identified:

- 1) social factors (mega-factors, macro-factors, meso-factors, micro-factors), realities and their influence that take place in the socialization of a person during certain periods and during the transition from one period to another play a leading role (J. Piaget , A.V. Mudrik);
- 2) social, in particular, relations between parents and the child, their mutual emotional unity are important for the child's maturation and personality formation (Z.Freud);
- 3) the person is controlled using certain schemes and cognitive structures; therefore, its adaptation to this scheme and cognitive structures means the essence of socialization (J. Piaget);
- 4) a person acquires scientific knowledge and elements of personal culture with the help of social influences, and based on them, he matures mentally and acquires moral qualities - this situation is considered a priority aspect of the socialization of a person (T. Persons, R. Beyla) ;
- 5) socialization of a person does not take place in the same way in different social systems and certain periods of society's development; each period is manifested in its own way in the socialization of a person (R. Benedict, M. Mead);
- 6) socialization is not only characteristic of childhood, but covers all periods of a person's life (Z. Freud, T. Persons, R.S. Nemov).

Based on the theoretical study of the relevant sources and the analysis of the general essence of the process of social adaptation of a person, it can be said that socio-pedagogical activities ensure the safety of the lives of children and young people, meet their social, legal, psychological, medical and pedagogical needs, provide them with comfortable psychological It is a consistent, regular and purposeful type of activity to create an environment, as well as to prevent and eliminate the negative effects of family, educational institutions and the public on them.

Preparing students for socio-pedagogical activities is a multi-stage process, in which the following stages play a key role:

- 1) primary vocational education;
- 2) higher pedagogical education;
- 3) independent professional education (independent education or advanced education).

On the basis of primary vocational education, the basics of "Social pedagogy" are mainly taught in secondary special, vocational educational institutions, and future specialists are taught the general content, directions of social-pedagogical activity, and pedagogy affecting its effectiveness. get acquainted with conditions and psychological factors, forms, methods and tools.

On the basis of higher pedagogical education, the history of the organization of socio-pedagogical activity, specific aspects of personality development in the social environment, categories and principles of "Social adaptation of children", research conducted in the field, technology of socio-pedagogical activity, needs social-pedagogical support theoretical and practical skills of the population and working with them will be enriched.

Independent professional education provides an opportunity for the specialist to constantly familiarize himself with the latest developments in the field, advanced technologies, methods and approaches for effective organization of socio-pedagogical activities.

There are two forms of preparation of students for socio-pedagogical activities in pedagogical higher educational institutions: 1) compulsory pedagogical education (in accordance with state approved DTS, educational programs, curriculum); 2) it is prepared through independent education (students' creative research on themselves).

In the process of preparing students of "Pre-school education" for socio-pedagogical activities, it is necessary for students to thoroughly master the following knowledge, skills and abilities:

- 1) to monitor the general development of pupils;
- 2) maintaining their health and protecting them from negative effects;
- 3) preparing pupils for school education;
- 4) forming positive qualities in them;
- 5) formation of pupils as active participants in social relations.

Theoretical, psychological and practical readiness of students from a professional point of view serves as a unique criterion for determining the effectiveness of higher pedagogical educational institutions.

Theoretical preparation by students in pre-school educational institutions for adaptation of pupils to social life, school education, as well as preparation for social relations, conflicts that arise between parents, educators, peers and pupils and ways to resolve them positively, pupils protection from various negative social influences, ways, forms, methods and means of effective organization of socio-pedagogical activities, the content of cooperation of preschool educational institutions with families in protecting children's rights, preparing them to participate in the process of social relations, the active sub-process of the process It consists of a thorough assimilation of knowledge about objects and their tasks.

Positive acceptance by students of socio-pedagogical activities organized in psychological preparation pre-school educational institutions; with a deep understanding of the essence of social and pedagogical activity, he correctly accepts that the process is not smooth, smooth

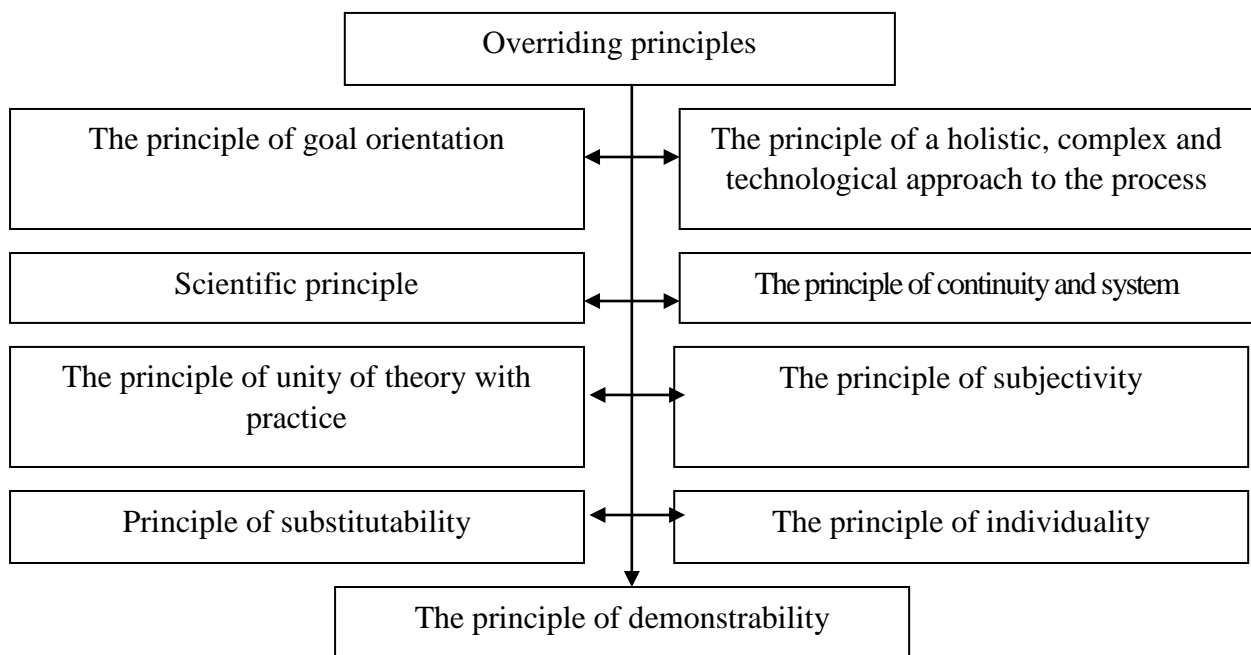
and that various problems arise, and he is mentally prepared for this process; confidence that the student will be personally active in this process in the future; represents situations such as the possibility of a creative approach to the organization of socio-pedagogical activities in preschool educational institutions.

And practical training is to help educators and parents in the process of social relations and preparing students of preschool educational institutions for school education, as well as to protect children from negative social influences (physical violence, social discrimination, violation of children's rights and h.o.s) is characterized by the acquisition of skills and competences.

“Relying on the following principles in preparing students of "pre-school education" for socio-pedagogical activity allows to achieve the expected result (Fig. 1):

Below we will talk about the importance and essence of these principles in the process of preparing students of pedagogical higher education institutions for social and pedagogical activities.

The principle of goal orientation. Any activity is carried out with a specific goal in mind. Clarity of the goal and orientation to a specific object ensures the correct organization of pedagogical activities aimed at preparing students for socio-pedagogical activities, the correct selection of forms, methods and tools, and the guarantee of the expected result.



**Figure 1.** Students to socio-pedagogical activities priority principles of preparation

The principle of a holistic, complex and technological approach to the process. Pedagogical process is multifaceted and complex, many social, economic and psychological factors influence its passage. Therefore, taking into account all factors when organizing the process and gathering their opportunities at a certain point (comprehensive approach) creates conditions for its effective completion. In modern conditions, it is impossible not to use advanced pedagogical technologies in the process of preparing students for socio-pedagogical activities. Taking into account the fact that education is in harmony with the development of

society in all times and places, the technological approach to the process of professional training of students allows to achieve the expected result in a short period of time.

Scientific principle. One of the important features of modern education is the promotion of knowledge based on scientific evidence. Basing the science of "social pedagogy" on scientific-theoretical, methodological and methodical knowledge and using them as a basis for preparing students for the organization of social-pedagogical activities in preschool educational institutions confirms the priority importance of the principle of scientificity in this process.

The principle of continuity and system. Any knowledge is solid only when it is continuously and systematically mastered. Continuity implies the gradual mastering of the "Social pedagogy" science or the basics of social work at certain stages of the continuous education system or in educational institutions of the same stage, semester by semester. In this case, theoretical knowledge, which is not so complicated at first, is absorbed into the mind of students, and as it rises to higher levels, the complexity of knowledge becomes unique. Systematicity also includes the period from simple to complex, from bottom to top, from theoretical knowledge to the formation of practical skills and competencies based on a specific system of the basics of "Social pedagogy" for students.

The principle of unity of theory with practice. The importance of any theoretical knowledge is determined by its direct application in practice. Knowledge that is not used in practice is automatically absorbed and forgotten over time. The direct application of theoretical knowledge in practice, and its transformation into practical skills and qualifications, ensures solid and deep knowledge. Therefore, in order to inculcate the theoretical knowledge about the basics of the science of "Social adaptation of children" into the minds of students, it is necessary to use lectures, debates, round discussions in training, practical seminars, laboratory exercises or pedagogical practice. It is desirable to pay attention.

The principle of subjectivity. In the process of preparation for socio-pedagogical activities, students participate not only as objects, but also as active subjects. With their educational activity, initiative and organization, they can have a direct and significant impact on the training process organized in the field of "Social adaptation of children". In this case, the ability of students to acquire independent knowledge and skills, as well as the desire to effectively organize socio-pedagogical activities, ensures a lively and interesting course.

Principle of substitutability. This principle represents the organization of training in the subject "Social adaptation of children" using various forms, methods and tools. Alternation keeps training in the same pattern and prevents it from getting boring. At the same time, it increases students' interest in mastering the basics of science and creates their educational activities. In this case, the organization of training using interactive methods is considered more effective.

The principle of individuality. This principle means that taking into account the individual characteristics of each student in the classes organized on the subject of "Social adaptation of children" is a factor in achieving the expected results. Although one group of students has the ability to master theoretical knowledge thoroughly, they are unable to establish sincere communication with students in practice, on the contrary, while mastering theoretical knowledge at a certain level, the students of the second group with their approachability and politeness in a short time (during a two-week or two-month pedagogical practice) can become "one of the favorite people" of preschool children. Therefore, in the educational process, according to the individual characteristics of students, one group of students should be given spiritual and moral qualities such as the ability to communicate, attract the

interlocutor, and understand his mental experiences, and the second group of students should carefully master the theoretical knowledge, strengthen the material knowledge. It is necessary to pay attention to the assignment of related assignments. Also, it is pedagogically useful to explain that in preparing students for socio-pedagogical activities, it is necessary to approach them in accordance with their individual, personal characteristics when working with the children of preschool educational institutions in the future.

The principle of demonstrability. Demonstration of education has become important in all times and places. For example, even in the primitive community system, adults taught children the knowledge of picking fruits from trees and hunting animals by organizing these processes. In modern conditions, documentary, educational, and virtual shows prepared with the help of information technologies (computer, television, radio, tape recorder, and video cameras) have the opportunity to reveal the general essence of the subject being studied. Visualization helps students to create ideas on the subject and achieve their accuracy.

Educators, as the main subjects of preschool educational institutions, directly contribute to the comprehensive development of children. It is important for educators, who are equally responsible for children's mental, physical, and spiritual development, to acquire pedagogical and psychological knowledge. After all, they form new positive qualities based on taking into account children's age characteristics, individual characteristics, and personal qualities, eliminate negative situations manifested in their behavior and behavior, mental unity in the relationships between teachers and students, they rely on their psychological and pedagogical knowledge to achieve mutual cooperation and harmony.

### **3. Conclusion**

Preparation of children of preschool age for school education and social relations are two important aspects of social adjustment activities carried out by educators.

Preparing their children for school education - they have the skills to learn in a strictly defined manner (being able to sit in class for the specified time, focus on the teacher and the learning material being mastered, completing educational tasks, self-control, not to disturb peers, etc.), as well as the process of formation of primary literacy (reading, writing and numeracy) in them. This process is organized by educators working in preschool educational institutions, specially invited specialists or on the basis of their joint activities.

So, the process of socio-pedagogical activity carried out by educators in preschool educational organizations is wide in terms of scope, consists of several directions, and requires special professional training. Effective organization of this process depends on its methodologically correct organization. It is appropriate to pay serious attention to this issue when training future specialists (teachers of preschool educational institutions) in higher educational institutions of pedagogy.

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