

DER PROZESS DER SOZIALISIERUNG IM GRUNDSCHULALTER

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Abstrakt: Dieser Artikel spricht über die Sozialisation der Persönlichkeit von Schülern im Grundschulalter unter den Bedingungen des Bildungsprozesses und die mit Bildungsaktivitäten verbundenen psychologischen Probleme des Grundschulalters.

Schlüsselwörter: Sozialisation, Grundschulalter, siebenjährige Krise, Lernen, kognitiver Prozess, Intelligenz, Persönlichkeit, Kommunikation, soziale Beziehungen.

THE PROCESS OF SOCIALIZATION IN PRIMARY SCHOOL AGE

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Abstract. This article talks about the socialization of the personality of primary school-age students in the conditions of the educational process and the psychological problems of primary school age associated with educational activities.

Keywords: socialization, primary school age, the crisis of seven years, learning, cognitive process, intelligence, personality, communication, social relations.

The socialization of students in the conditions of the educational process of the school is due to the fact that modern children develop and grow in a completely new socio-cultural environment, which cannot but affect the process of their socialization when entering school, because during this period their social position radically changes, students have socially significant responsibilities, and also changes the form of his main activity, a new type of communication with other people begins to take shape, etc.

Changes in socio-economic conditions, the development of scientific and technological progress, the computerization of modern society entail changes in the communicative activity of people, cause difficulties in the socialization of children, contribute to the lack of interpersonal communication skills.

Socialization – (by A.V.Petrovsky) - this is the process of assimilation and active reproduction of social experience by an individual, carried out in communication and activity. Socialization can occur both in the conditions of spontaneous impact on the personality of various multidirectional circumstances of life, and in the conditions of education and upbringing - a purposeful, pedagogically organized, planned process and result of human development.

The transition from preschool to primary school age is sometimes called a crisis in the scientific literature. According to L.S. Vygotsky, the crisis of seven years is a critical turning age, which opens the entire period of school age. Speaking about the

psychological problems of primary school age as a phase of ontogenesis, we mean the problem of two age segments: the crisis of seven years as a critical age and the actual primary school age (lytic age, in the terminology of L.S. Vygotsky) as a period of ontogenesis [1].

Some psychologists believe that it was wrong to determine the beginning of the crisis of seven years from the first of September, when the child enters school. Buying school supplies, enrolling in school, determining a workplace for a child - all this is already beginning to change the internal and

external social positions of the child. Therefore, under the crisis of seven years, we mean only the time that falls on the first months of school life. As a criterion for the end of the crisis of seven years, it is considered to be the emergence of problems related to educational activities - the leading activity of primary school age.

As noted in the literature, the boundaries of primary school age, coinciding with the period of study in primary school, are currently set from 6-7 to 9-10 years.

During this period, further physical and psychophysiological development of the child takes place, providing the opportunity for systematic schooling. First of all, the work of the brain and nervous system is being improved. According to physiologists, by the age of seven, the cerebral cortex is already largely mature. However, the most important, specifically human parts of the brain responsible for programming, regulation and control of complex forms of mental activity in children of this age have not yet completed their formation (the development of the frontal parts of the brain ends only by the age of 12), as a result of which the regulatory and inhibitory influence of the cortex on subcortical structures is insufficient. The imperfection of the regulatory function of the cortex is manifested in the characteristics of behavior, organization of activity and emotional sphere characteristic of children of this age: younger schoolchildren are easily distracted, unable to concentrate for a long time, excitable, emotional.

The beginning of school education practically coincides with the period of the second physiological crisis, which occurs at the age of 7 years (a sharp endocrine shift occurs in the child's body, accompanied by rapid growth of the body, an increase in internal organs, vegetative restructuring). This means that a radical change in the system of social relations and the child's activities coincides with the period of restructuring of all systems and functions of the body, which requires a lot of stress and mobilization of its reserves.

In primary school age, there is an uneven psychophysiological development in different children. There are also differences in the rates of development of boys and girls: girls are still ahead of boys. Pointing to this, some authors come to the conclusion that, in fact, in the lower grades, "children of different ages sit at the same desk: on average, boys are younger than girls by a year and a half, although this difference is not in calendar age."

The beginning of schooling leads to a radical change in the social situation of the child's development. He becomes a "public" subject and now has socially significant responsibilities, the fulfillment of which receives a public assessment, the whole

system of life relations of the child is being rebuilt and is largely determined by how successfully he copes with new requirements.

It is known that educational activity is leading in primary school age. It determines the most important changes taking place in the development of the psyche of children at this age stage. Within the framework of educational activities, psychological neoplasms are formed that characterize the most significant achievements in the development of younger schoolchildren and are the foundation that ensures development at the next age stage.

Primary school age is a period of intensive development and qualitative transformation of cognitive processes: they begin to acquire an indirect character and become conscious and arbitrary. The child gradually masters his mental processes, learns to control attention, memory, thinking.

According to L.S. Vygotsky, with the beginning of school education, thinking moves to the center of the child's conscious activity. The development of verbal-logical, reasoning thinking, which occurs during the assimilation of scientific knowledge, rebuilds all other cognitive processes: "Memory at this age becomes thinking, and perception becomes thinking" [3, p.56]. Mastering the basics of theoretical consciousness and thinking in the course of educational activity leads to the emergence and development of such new qualitative formations as reflection, analysis, and an internal action plan.

During this period, the ability to arbitrarily regulate behavior changes qualitatively. The "loss of childlike spontaneity" occurring at this age, according to L.S. Vygotsky [1], characterizes a new level of development of the motivational-need sphere, which allows the child to act not directly, but to be guided by conscious goals, socially developed norms, rules and behaviors.

During primary school age, a new type of relationship with other people begins to take shape. The unconditional authority of an adult is gradually being lost, peers are beginning to acquire more and more importance for the child, the role of the children's community is increasing.

Thus, the central neoplasm of primary school age is: a qualitatively new level of development of arbitrary regulation of behavior and activity; reflection, analysis, internal action plan; development of a new cognitive attitude to reality; orientation to a group of peers [2].

According to the concept of Zh . Piaget's intellectual development of a child aged 7-11 is at the stage of specific operations. This means that during the specified period, mental actions become reversible and coordinated. The concept of conservation for discrete and continuous quantities is acquired. The child has the ability to overcome the influence of direct perception and apply logical thinking to specific situations. The transition to concrete operational thinking entails a significant restructuring of all mental processes (perception, memory, imagination, speech, will), as well as the child's consciousness, his moral judgments, the ability to cooperate with other people.

According to Russian psychologists [2], the profound changes taking place in the psychological appearance of a junior schoolboy indicate the broad possibilities of

the child's development at this age stage. During this period, the potential of the child's development as an active subject, cognizing the world around him and himself, gaining his own experience of acting in this world, is realized at a qualitatively new level.

Primary school age is sensitive for:

- formation of teaching motives, development of stable cognitive needs and interests;

- development of productive methods and skills of academic work, "the ability to learn";

- disclosure of individual characteristics and abilities;

- development of skills of self-control, self-organization and self-regulation;

- formation of adequate self-esteem, development of criticality towards oneself and others;

- assimilation of social norms, moral development;

- developing communication skills with peers, establishing strong friendly contacts.

The most important neoplasms arise in all spheres of mental development: intelligence, personality, social relations are transformed. The leading role of educational activities in this process does not exclude the fact that the younger student is actively involved in other activities, such as play, elements of work, sports, art, and during which new achievements of the child are improved and consolidated.

The process of socialization at school age occurs on the basis of intensive development and enrichment of the social nature of the child. The more positive acquisitions a student has, the easier it is for him to adapt to the modern world. The socialization of students in the conditions of the educational process in an educational institution promotes favorable adaptation, relatively rapid establishment of contacts, optimistic perception of people, relieves social anxiety, increases the status of the child in society, provides better results in any kind of activity.

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