

## THE SPECIFICITY OF THE DEVELOPMENT OF SCHOOL-AGE CHILDREN FROM THE SOCIAL SIDE

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### ABSTRACT

*When compared to social pedagogical work done in preschool settings, working with school-age children is fundamentally different. This activity depends on the kids' ongoing development and education. Since it is impossible to cover every facet of social pedagogical activity at school in one chapter, we will focus on highlighting the key instances. In our country, social pedagogical work with students is growing. Feedback is maintained, as is feedback on the particularities of preschoolers' social development.*

**KEYWORDS:** *Preschool Age, Children, Social, Development, Specificity, Pedagogical, Society.*

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### INTRODUCTION

It is currently working, drawing on both experience and contemporary teaching practices in the fields of medicine, psychology, and the law. Recent years have seen the emergence of pedagogical communities, where the school not only addresses the student's social issues but also addresses their educational problems. The current educational system has been affected by changes in our state as well. The national program of training required the passage of the education law, but education is now planned with children and teenagers in mind.

- Maintaining educational work at school on an equal footing with education.
- Reorientation of school activities.
- Justification of school work, increasing children's activity, creating various children's clubs.

One of the most significant concerns facing our state today, as it has always been, is education and the upbringing of young people to be spiritually mature. Statistics show that a person acquires 70% of the information he or she will ever encounter in his or her lifetime while still under the age of five. Preschool education makes sure the child is healthy, fully formed, and developed, fosters his desire to learn, and gets him ready for normal education. Up until the kid is six or seven years old, preschool education is provided in both public and private preschool settings as well as in homes. The implementation of the preschool education's goals and objectives is actively supported by local communities, public and nonprofit organizations, and

worldwide foundations. Currently, serious requirements for the level of preparation of children for school require the development of the necessary theoretical, practical measures in this regard.

Although officially kindergarten is considered a school preparation facility, it is not an exaggeration to say that in fact, children begin to prepare for school as soon as they are born. Through their interaction with family and friends — the people around them—they learn important preparatory skills, such as being responsible for others, being interested in the outside world, and developing a passion for mastering new abilities. In addition, they realize that they are individual individuals engaged in separate activities different from their parents, caregivers and siblings. With the help of system-planned games in programs aimed at development in kindergarten, language, intelligence, sensomotoric's and socio-emotional abilities are strengthened.

A comprehensive study of various aspects of the development of children in preschool age showed that when studying in kindergarten school preparation groups in comparison with the first grades of school, they feel calm, psychologically free and confident. And here it is not just about the fact that the kindergarten conditions are well acquainted with the child, and this is the process of adapting to his new educational activities. And even because of a series of objective reasons, that is, the fact that many schools are located far away, because of the lack of additional classes and teachers, the optimal employment of classes is exaggerated, there are not enough rooms. The main reason for this is that the rhythm of life of the kindergarten, the style of communication of children with adults and with each other is more consistent with the level of development of the psyche of a preschool child. Due to instability, New conditions and difficulties in adapting to relationships, a 6-year-old child needs direct emotional connections(emotional attitudes), and in a formalized school conditions, this need is not satisfied.

Psychologists and teachers cite many positive and negative aspects of schooling from the age of the most serious objections to going to school at this age. Elkonin put forward. He writes that the transition to the next, higher stage of children's development manifests internal contradictions. If these contradictions are perfect until ripening-subjectively forced without taking into account objective factors — then the formation of a child's personality will suffer significantly. Reducing preschool childhood by one year can disrupt the current degeneration development process and not bring benefits. Elkonin believes that instead of organizing school studies from the age of 6, it is advisable to expand the preparatory groups for kindergartens, because it is more convenient to prepare children for school, because children in kindergarten are better, they lead a more complete, diverse lifestyle and look more cheerful and healthy.

Under the leadership of Elkonin, an interesting psychological phenomenon has been identified. It turns out that in the sphere of regulated communication in preschool children, the ability to obey the established rules of behavior is formed faster than in kindergarten. But at the same time, it is not the satisfaction of following these rules that prevails, but the feeling of fear of breaking them. In children, irritability, confusion, anxiety increase, the level of emotional comfort (emotional comfort) decreases. However, at the same time, such a style of communication does not cause the same (annoyance, confusion, anxiety) effect in 7-year-old first graders. As for the initial stage of adaptation to the new school life, it is worth noting that all preschool children find it difficult to adapt. They are not only physical, but also psychological difficulties are. Lethargy, tears appear, sleep and appetite disorders are observed, in others, over excitation becomes

intense, irritated and irritated. All of them are caused by exhaustion from school overloads. Also, fatigue leads to behavioral disorders, whims.

Without factors that have a broad impact, it is impossible to imagine how a preschool child would develop socially. In a broad sense, socialization refers to the process by which a student assimilates socio-moral norms and socially acceptable conduct. Lifelong socialization is a process that happens continuously. This is essentially the internalization of social norms during preschool years.

The leading place in the social development of the child is occupied by the assimilation of the moral values of his people, and later knowledge and acquisition of universal moral values. The experience of moral behavior of preschool children is formed in the process of communicating with adults and is strengthened in various joint activities and relationships with peers. The moral and social development of personality occurs in the process of children entering into moral relations. Already in preschool age, this relationship is built on certain rules, guidelines and requirements of adults.

The major objective and motivation of Islamists in the Republic is to establish the conditions and affective mechanisms necessary for the realization of the human, his harmonious growth and well-being, the individual's goals, and the transformation of outmoded social and mental models. The establishment of an outstanding system for training employees based on the people's rich intellectual heritage, universal principles, and the accomplishments of contemporary culture, economy, science, and technology is a prerequisite for Uzbekistan's progress.

Teachers who teach separate subjects, having studied the interests of children, attract them to various circles and sections. The school hosts various activities. When conducting these events, parents and former students use their help, call celebrities to school. The main socializing factor of school-age children is a community of equals that shape children's culture. The social educator should know the functions of these phenomena, be able to see their place in the development of personal characteristics and social relations of students.

When determining the indicators of state requirements, the social order of the state and society is based on the priority of the physical health, ability, mental development and capabilities of parents, preschool children, that is, the personality of the child. In order for a child to become a healthy and active member of a personality society, it is necessary to live among people, acquire knowledge that has been accumulated for many centuries in the process of human life and labor, and be in adult education. Activities such as training the child's memory and observation, attention and thinking, historic's and will are usually carried out by the coach and caregivers.

## CONCLUSION

The topic of this activity and how well it is arranged play a significant role in how preschoolers acquire certain socialization-related personality traits. Because a child's mental, physical, and moral development is enhanced through well planned activities in his interactions with those around him on a daily basis. Therefore, parents and institutional caregivers play an irreplaceable role in understanding children's social behavior, the development of useful habits in the child, and the emergence of excellent character traits.

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