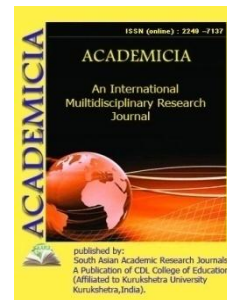


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**THE INTERACTION OF THE PRESCHOOL EDUCATIONAL  
 ORGANIZATION WITH THE FAMILY AS A FACTOR IN THE SOCIAL  
 DEVELOPMENT OF PRESCHOOL CHILDREN**

**Tulkinovna Matluba Akramova\***

\*Bukhara State University,  
 UZBEKISTAN

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**ABSTRACT**

*It is known that childhood is a unique and special period in the life of every person. In childhood, the foundations of a child's health are laid and his or her personality is also formed: guidelines, preferences, values. A child's childhood has a direct impact on the success of his or her future life. Social development is a valuable experience in this period. It should be noted that the psychological readiness of a child for school depends in many respects on the situation.*

**KEYWORDS:** *Approach, Component, Childhood, Interaction, Help, Family, Period*

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**INTRODUCTION**

The preschool period is very important for children to enter the world of social relations. The scientist L.S. Vigotsky views this world as "growing into the culture of people."

Social development is a process during which children learn the culture, traditions, values of the society in which they will live. In the structure of the personality, this experience is represented by a unique combination of components that are in close interdependence.

**The first component is cultural skills.** This is a set of specific skills that civil society imputes to a person in different situations as mandatory. Let's say before entering school - the skill of ordinal counting to 10.

**The second component is specific knowledge.** These are such representations that a person received in his personal experience of mastering the world around him and which bear the imprints of his interaction with reality in the form of a system of values, individual interests, and preferences. As for their distinctive feature, it is a close emotional and semantic relationship

between them. The totality of this knowledge forms an individual picture of the world for a person.

**The third component is role behavior.** This is human behavior in a certain situation, which is determined by the natural and socio-cultural environment. There is a person's acquaintance with the rules, customs, norms. It regulates human behavior in specific situations and is directly determined by his social competence. A child, even of preschool age, already has many roles: he is a kindergarten pupil, a son or daughter, someone's friend. It is not for nothing that a small child at home behaves differently than in a preschool educational organization, and communicates with friends differently than with unfamiliar adults. Note that each social role has its own rules. They can change. These rules are different for each value system adopted in a given society, for each subculture. However, if an adult consciously and freely assumes a certain role, realizes the possible consequences of his own actions and understands the full responsibility for the results of his own behavior, then children only have to learn this.

**The fourth component is social qualities.** It is advisable to combine them into 5 complex characteristics: initiative and rivalry, concern for others and cooperation, social adaptability, independence and independence, social flexibility and openness.

In the preschool period, the most favorable conditions are created for the social development of children. During this period, there is an expansion and restructuring of the system of relationships between the child and his peers and adults, joint activities with peers appear, and the types of activities become more complex.

All components of social development are very closely interconnected with each other. In this regard, changes in one of them, one way or another, lead to changes in other components.

Social development of a person is a means and a result, one of the aspects of socialization of a person, considered in philosophy from the point of view of the process of operational mastery of a set of programs of behavior and activity inherent in a particular cultural tradition; from the point of view of the process of internalization by a person of the norms, values and knowledge expressing them, from the point of view of the process of assimilation by a person of social experience and its active reproduction.

Social development is a controversial and complex phenomenon. Based on the concept of D.I. Feldstein, it is a systematically reproducible contradiction of two sides - individualization and socialization. Individualization acts here as a continuous discovery, assertion (awareness, separation), as well as the formation of oneself as a subject, and socialization is a person's appropriation of the norms of civil society. And in this context of the child's introduction to culture, any of his relations to the world takes part - smell, taste, sight, hearing, thinking, touch - that is, all organs of a person's individuality. Moreover, as the scientist believes, all these organs are the possibilities of perceiving the surrounding world in word, music, in colors - all this is conquered by a person and mastered by him in continuous interaction with the people around him, in the process of mastering objects, phenomena in the course of transformative activity.

Modern research on the personal development of a child determines the characteristics, the formation of which must be carried out in the process of social development: competence, creativity, initiative, independence, responsibility, the ability to self-esteem.

The main lines of social development are socialization as a process of familiarizing a person with social culture, its interiorization, which ensures his social adaptation in civil society, and individualization as a process of isolation, the formation of universal social abilities, which reflect the degree of social independence of the individual.

In the course of socialization, individualization, social experience gains great importance already in preschool age. Social experience by N.F. Golovanova considers from the point of view of the result of active interaction of a person with the world around him, the formation of which cannot be limited to the assimilation of a certain amount of knowledge, information, since it is associated with the mastery of methods of communication and activity. The social experience of the preschooler is very limited, it reflects the subjective essence of the individual.

The implementation of the tasks of social development of preschoolers is especially effective in the case of an integrated pedagogical system built according to the main approaches.

***The first approach is axiological.*** It makes it possible to determine the set of the most important values in the upbringing, education and self-development of a person. As such, in relation to the social development of preschool children, the values of national, communicative, legal, ethnic culture can act.

***The second approach is cultural.*** It makes it possible to take into account the main value orientations of the representatives of their ethnos and people.

***The third approach is humanistic.*** It implies recognition of the child's personality principle, focus on his subjective interests and needs, recognition of the child's rights and freedoms, recognition of the intrinsic value of childhood as the basis of the child's mental development.

***The fourth approach is synergistic.*** It makes it possible to consider any subject of the pedagogical process from the point of view of self-developing subsystems that make the transition from development to self-development. This approach in the aspect of social development of preschoolers presupposes, for example, a gradual change in the general orientations of the teacher in the formation of the main types of activity.

***The fifth approach is systemic and structural.*** It implies carrying out work on the social development of preschool children in accordance with an integral pedagogical system of interdependent and interrelated goals, objectives, content, forms, methods, means of organization, conditions and results of interaction between teachers and pupils.

***The sixth approach is activity-based.*** It makes it possible to determine the dominant of the child's relationship with the world around him, allows to actualize the implementation of existing needs in the awareness of himself as a subject of activity.

The seventh approach is environmental. It makes it possible to purposefully solve the problem of organizing the educational space as a means of human social development in relation to the tasks of social development; the organization of this space requires the formation of a subject-developing environment that ensures the most effective social development of preschoolers.

The current state of the preschool education system indicates the presence of a very large potential for the development and implementation of technologies and programs for the social development of preschool children. An analysis of the programs existing today makes it possible

to say about the possibility of implementing some areas of social development of preschool children.

According to Uzbek scientists, a preschool child is not able to independently master the achievements of the culture of the society through which he lives. The process of social development goes through the introduction of the child to social experience in communication with the surrounding adults and peers. So, in the studies of S.A. Kozlova highlighted the functions, degrees and ways of social development. When forming specific knowledge, it is necessary to take into account the fact that they perform a specific function: they carry information (information content); evoke emotions (emotionality); encourage activity (motivation).

S.A. Kozlova identifies three groups of sources for children to receive information about the social world:

- 1) Preschool educational organization, where children receive pre-processed information;
- 2) Stories of parents, adults, movies, television, books, which contain elements of random influence on the child;
- 3) children's own observations, stories of older children, which are difficult to control and do not lend themselves to direct control.

L.V. Korolev expresses his attitude to the problem of social development of preschool children. Kolomiychenko. She developed the concept of the child's social development, according to which the main goal of development is the upbringing of a cultured person (subject of culture), a free citizen (subject of history), creative individuality (subject of activity). According to this concept, "social development is a sequential, multidimensional process and the result of socialization of individualization, during which a person is introduced to the "universal, social" and constant discovery, assertion of himself as a subject of social culture.

Analysis of pedagogical and psychological literature has shown that social development is defined as the process of assimilating social experience through the performance of a certain role in practical activity; the process of assimilation by a person of norms, values and typical forms of behavior existing in society.

"The modern psychological and pedagogical literature presents the main lines of the child's social development, the content of pedagogical work, the technology of forming the social world of children, the task of adults to help children enter the modern world. "Social readiness includes the child's social adaptation to the conditions of a preschool educational organization and family, to various spheres of human life, a pronounced interest in social reality." The formation of social behavior is impossible without the recognition by teachers and parents of the uniqueness of each child, taking into account gender, individuality, age characteristics of his psyche.

The pedagogical culture of parents is one of the most effective factors in the spiritual and moral development, upbringing and socialization of preschool children.

Factor - a significant circumstance, driving force and cause. A special place among the factors of social development is occupied by the upbringing system of the younger generation. Society through institutions has a massive, collective, group and individual impact on each child.

The social development of a child's personality occurs under the influence of various factors, which is confirmed by numerous studies on social pedagogy.

A.V. Mudrik identifies several groups of factors that affect a person's socialization. These factors are:

*macro factors - the world, planet, space;*

*mesofactors - mass media, type of settlement,*

*regional and ethnocultural conditions;*

-micro-factors - religious organizations, socialization institutions (preschool educational organization, family, school, university, labor collective), subculture and peer group [40].

The action of these factors causes a number of contradictions in the social and individual development plans of the child. One of the main contradictions is the contradiction between the physiological and psychological capabilities of the child and the previously established types of relationships with forms of activity and the people around him. This contradiction fixes a significant discrepancy between the image of the world and the way of human life.

Giving a novelty to the socio-pedagogical practice of interaction between a preschool educational institution and the family, you need to know that the features of the family micro-society can be not only a stabilizing factor in a person's social development, but can also act as a provoking manifestation of various "failures". Because of this, today it is extremely necessary to rely on real ideas about social family well-being.

A family situation is a set of conditions that provide one or another environment (favorable or unfavorable) for the social development of a child. In order to successfully form, develop, and grow the individuality of children in a family, social conditions are needed.

The first condition is the creation of the necessary freedom for the child to manifest activity.

In a family, children have some degree of personal freedom. It is very necessary to logically and consistently expand the boundaries of children's independence, which has an impact on their general adaptability.

The second condition is the development of the child within a specific sign-symbolic environment (that is, the child's communication with his peers and adults). The formation of children's consciousness depends on the nature and forms of communication with adults - monologue and dialog city, on their way of thinking, as well as on how adults are able to make such a way of thinking "visible" to the child, in other words, understandable to him. It is an adult in a joint analysis that forms the conditions for a child to understand himself as a person with specific goals, likes and dislikes, intentions, a person with a number of abilities to think, feel, understand, and build his own activity.

The third condition is purposeful and emotionally rich communication between adults and a child.

Another scientist I.P. Pavlov said that for a person, emotion is a very strong and unique energy source. The ability of adults to find the correct and constant proportion for their own reactions to

a certain event, a certain act of children ensures the formation of clear everyday guidelines in the world of sensations and feelings.

The fourth condition is the continuity of mastering knowledge with the previous experience of children.

Knowledge arises from the awareness of children of certain situations of their own activity. The family gives the child the right to expand his own knowledge based on personal experience, awareness of those concepts that the child had already formed by that time; the right to choose one way or another of work (collective or individual), ensures the formation of the child's ability to make an independent choice and to bear full responsibility for it.

The fifth condition is harmonious family relationships.

Note that the studies carried out by domestic scientists (L.I.Bozhovich, A.N. Leontyev, A.V. Zaporozhets, etc.) made it possible to identify 2 types of factors that exist in the family and affect the development of the child. The first type of factors is the relationship between parents, the relationship between them, the relationship between sisters and brothers. The second type includes housing conditions, family financial situation, family structure. The researchers classified the factors of the first type as prevailing in relation to the second type of factors.

Studies of teachers, psychologists and other specialists indicate a low family-legal, psychological culture of parents. Therefore, for the full development of the child, it is necessary explaining to parents the peculiarities of the age development of preschool children, which is aimed at the positive formation of the younger generation.

In this regard, the psychological and pedagogical education of parents, carried out by a preschool educational organization, should solve a complex of preventive tasks:

to promote the formation of relevant knowledge and skills among parents, in particular, the desire to use them in communication with children and in the interests of their own development;

to create conditions for an optimally balanced mental development of children at each age stage, to timely prevent possible violations in his formation as a capable person.

In addition, tasks of a preventive nature are solved, preventing the onset of undesirable mental consequences in their development. Parents and teachers of a preschool educational organization should be able to observe each child, notice and correct negative features of his development in a timely manner. This will avoid the consequences of readaptation and maladjustment. Based on this, the following forms of cooperation with the family are considered appropriate: visiting families in order to study intra-family relations and establish contact with parents; holding open days, which acquaint parents with the traditions of the preschool educational organization, the features of the educational process; counseling parents in the framework of mastering certain knowledge skills in solving problematic issues; organization of workshops for aspiring parents, those who are most in need of acquiring practical skills in the upbringing of preschool children; parenting meetings (general and group), at which the tasks of educating preschool children are discussed, pedagogical situations are discussed; organization of parenting conferences with the aim of sharing experiences of family education.



All these events can be organized and carried out as targeted, individually, and in optimal combinations.

Modern trends in preschool education are united by one important criterion - its quality, which directly depends on the level of professional competence of educators and the pedagogical culture of parents. A preschool educational organization and a family are two links in one chain, a kindergarten cannot replace a family, it supplements it by performing its special functions. Their common task: education and upbringing of the future generation, creating comfortable conditions for the full development of the individual.

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