

The History of Socialization and the Main Categories of Preschool Educational Institutions

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Annotation

This article provides information about the history of socialization and the main categories of institutions of preschool education and training. In particular, on the example of years and figures, the fact is expressed that the origin of preschool education and upbringing in Uzbekistan corresponds to 10-20 years of the last century, and then improves from year to year. The article provides information about some categories of the course of pedagogy and social adaptation.

Keywords: Child, educator, kindergartens, institutions of preschool education and training, social, socialization, adaptation, adaptation process, history of socialization, categories of socialization, educational and methodological work, methodical office of preschool education, social education, social aspects of education, social adaptation, social institution, social rehabilitation, socio-pedagogical adaptation activities.

It is known that the origin of preschool education and training in Uzbekistan dates back to 10-20 years of the last century. During this period, there were no other preschool educational institutions in Turkestan, except for private kindergartens that prepared children for entering the gymnasium. However, in 1919, due to the political and economic situation in the country, the "Council for the Protection of Kindergartens" was created, which deals with the preservation of the health of the younger generation and providing them with food. During this period, the issues of relocating children to more productive regions of the country, as well as providing them with food, clothing, housing, fuel, and medical care were resolved. The main means of resolving these issues were public kitchens, kindergartens, and on the other hand, assistance to women in active participation in the socio-political life of the republic.

"Decree of the President of the Republic of Uzbekistan on the Development Strategy of New Uzbekistan for 2022-2026 (January 28, 2022. DP-60):

Goal 38: Increase preschool enrollment from the current 67 percent to at least 80 percent.

In the 2022/2023 academic year, increase the enrollment of 6-year-old children in the preschool system to 90%, and by the end of the 2024/2025 academic year, to 100%.

Creation of more than 7,000 new non-governmental organizations of preschool education by attracting private sector funds to the system of preschool education.

Goal 39: Bringing the quality of education to a new level in the system of preschool education.

Implementation of an improved system for improving the professional training and qualifications of kindergarten workers.

Training of more than 160,000 teachers in 2022-2026.

Improving preschool educational processes based on evidence-based approaches.

Goal 40: Ensure the targeted and efficient use of budgetary funds in the system of preschool education.

Creation of the necessary conditions for the transparent implementation of financial processes in the system of preschool education".¹

In 1918, the 4th kindergarten for Uzbek children of the old city of Tashkent was created in the republic in order to organize preschool education. In 1919, preschool groups were opened in the 2nd kindergarten and the 3rd orphanage in Samarkand. By 1926, about 2,000 children were studying in preschool educational institutions (40 in total). This is 36.4% of preschoolers in the republic. A significant success was the launch of a pre-school education program aimed at improving the skills of pre-school education workers. In connection with the women's "offensive movement" that began in 1927, the number of children sent to kindergartens increased. With the help of trade unions and large factories, another auxiliary organization for working women was created - summer health resorts.²

In the programs of preschool education in the 30s of the 20th century, inspection of the state of cleanliness and methodological support of kindergartens became widespread. Based on the results of these checks, such shortcomings as lack of equipment, lack of equipment, non-compliance with cleanliness standards were fought. Kindergartens and playgrounds in the villages faced great difficulties due to the negative attitude towards preschool educational institutions.

In 1930, a pedagogical consultation on preschool education was established in Uzbekistan, which has its branches in all major cities and regions of the republic. Her activities included organizing regular lectures, radio interviews and exhibitions for women. They also had a competition for the best corner for children. Pedagogical counselors traveled to families and organized children's corners, which was combined with advising on the procedure for admitting children to kindergartens and family education.

As a result of the above measures, in 1933-1934 there were 384 kindergartens in Uzbekistan, where more than 127 thousand children were brought up. In 1933, the first software projects for kindergartens were made. These programs, based on those of Russian-language kindergartens, were later restructured to suit local conditions.³

The methodological activity of associations of preschool education must be led from a single center. In 1934, the Republican Methodological Cabinet of Preschool Education, established in Tashkent, served as such a center. One of the biggest obstacles to the development of public preschool education was the lack of qualified personnel. Short-term 3-month courses were organized to train the villagers. In 1936, the pedagogical school operating in Tashkent trained 60 specialists. As a result, in 1938-1939, 927 kindergartens were opened in the republic and 36,710 children were brought up in them. There were 4,835 playgrounds for 152,000 children. At the same time, at the same time, pre-school educational institutions called "Children's Rooms" were also created for mothers. In addition, since the beginning of the 70s of the 20th century, the task of training specialists in preschool education has been added to the duties of pedagogical educational institutions.⁴

In this and subsequent years, the following measures were taken to improve preschool education and upbringing:

¹ Decree of the President of the Republic of Uzbekistan DP No. 60 on the Development Strategy of New Uzbekistan for 2022-2026. January 28, 2022

² Eshonkhodzhaeva O.O. Development of preschool education in Uzbekistan. - T.: Fan, 1996. - 246 p.

³ Eshonkhodzhaeva O.O. Development of preschool education in Uzbekistan. - T.: Fan, 1996. - 246 p.

⁴ Eshonkhodzhaeva O.O. Development of preschool education in Uzbekistan. - T.: Fan, 1996. - 246 p.

- organization of methodological work in the field;
- development of standards for furniture, teaching aids, playgrounds;
- attracting the attention of the public and the population to the issues of preschool education and upbringing (publications in the press, paperwork), and more.

During the war years, 200,000 children were displaced in Uzbekistan, in connection with which it became necessary to expand the network of kindergartens and extend the working day in them. During the war years, preschool boarding schools were also organized. The peculiarity of their upbringing is that they raised children separated from their families and loved ones. At the same time, the responsibility of teachers for each child has increased.

In the post-war period, measures were intensified to improve the health of children weakened by food problems. For this purpose, sanatorium-type kindergartens were created in a number of cities of the republic. The development of pre-school education in rural areas is of great importance. This was due to the need to use agricultural products and female labor. Since 1959, two types of preschool educational institutions have been merged into one kindergarten in order to create a unified structure for preschool education and upbringing. This led to the intensification of the process of raising children.

In order to improve methodological and educational work, preschool education rooms have been opened in the cities of Tashkent, Samarkand, Bukhara, Namangan, Ferghana, Chirchik. In 1961, a research center was opened at the Research Center for Pedagogical Sciences named after Kori-Niyazi, which investigates the problems of preschool education in Uzbekistan and provides assistance to kindergartens and methodological rooms. As a result of the earthquake that occurred in Tashkent on April 26, 1966, 225 preschool educational institutions were destroyed. However, these institutions were quickly restored with the help of other builders of the republic.⁵

In the 60s and 80s of the XX century, mass preschool education and upbringing was carried out in the following areas:⁶

- holding republican meetings to study the experience of centralized communal inter-farm preschool educational institutions;
- holding a competition for the best pre-school educational institution among collective farms;
- creation of special institutions for children suffering from infectious diseases;
- organization of preschool education and educational institutions to preserve the health of children;
- training of specialists for kindergartens and other educational institutions;
- transfer of pedagogical and musical educational institutions of the republic to the training of a wide range of specialists;
- development of a unified program for the education of preschool children;
- attach great importance to the aesthetic education of children - the use of works of Uzbek national art and more.

With the acquisition of the status of an independent state by Uzbekistan, the social problems of society have become aggravated and exacerbated. *Firstly*, this happened due to a change in political, spiritual and economic priorities, and *secondly*, due to a lack of understanding of social problems during this period. However, with the help of the principles of democracy and openness, the experience of foreign countries, the state provides specific socio-pedagogical assistance to those in need, takes measures to develop the science of social pedagogy.

⁵ Eshonkhodzhaeva O.O. Development of preschool education in Uzbekistan. - T.: Fan, 1996. - 246 p.

⁶ Egamberdieva N. Social pedagogy. Textbook. - T.: Publishing house of the National Library of Uzbekistan named after Alisher Navoi, 2009. - 234 p.

In the state requirements for the development of children of primary and preschool age of the Republic of Uzbekistan: "The goals and objectives of preschool education and upbringing are:

- taking into account the personal needs of the child, based on state requirements for the development of children of primary and preschool age and in accordance with the state program of preschool education and upbringing, creates favorable conditions for its comprehensive and harmonious development;
- organization and implementation of the process of education and upbringing of preschool children;
- organization and implementation of mutual cooperation between the family and the local community in matters of early development of children"⁷.

Below are some comments about the main categories of the course of social adaptation. Each subject or course, including the course of social adaptation, is distinguished by a system of knowledge based on the subject of study. The knowledge system of the course is reflected in its concepts and categories. The concept is one of the forms of reflection in the process of knowing a particular world. Concepts have a dynamic and evolving description due to the variability and versatility of precision. They change depending on the historical situation and living conditions.

In the course of the development of any science, concepts merge into these categories of science. The categories of science are the larger and more practical concepts used in that science. As you know, the main categories of pedagogy include such concepts as "education", "upbringing", "information". On the basis of these categories, concepts common to the social and human sciences are used, such as "personality", "development", "activity", "society", "socialization". In recent years, the category "pedagogical activity" has been widely used. The course of social adaptation, as one of the new and main areas of pedagogy, has such categories as "Social and pedagogical activity", "Social adaptability", "Social education" and "Social upbringing". The differences between the pedagogy and social adaptation course categories are shown in Table 1 below (Table 1).

Pedagogical activity is a professional activity aimed at instilling in students the experience of social culture as a means of education.

Social and pedagogical adaptation activity is a professional activity aimed at the social adaptation of children brought up by teachers, instilling in them the experience of a culture of social adaptation, and creating conditions for self-government in society. It is focused on a specific person and is an activity aimed at a specific purpose.

Some categories (elements) of the course of pedagogy and social adaptation:

Pedagogy as	Social adaptation as
<ul style="list-style-type: none"> • education; • upbringing; • the science; • information; • teaching; • methodology; • technologies; • pedagogical activity 	<ul style="list-style-type: none"> • social education; • social upbringing; • social aspects of education; • socialization; • social adaptation; • social organization; • social rehabilitation; • socio-pedagogical adaptation activities

Socio-pedagogical adaptation activity has the following characteristics:

- socio-pedagogical adaptation activities in educational institutions;
- activities of social and pedagogical adaptation in children's organizations;

⁷ State requirements for the development of children of primary and preschool age of the Republic of Uzbekistan. - T.: United Nations Children's Fund (UNICEF), 2020.

- Socio-pedagogical adaptation work in organizations to increase the creative activity of children and organize recreation.
- Below are the main directions of socio-pedagogical adaptation activities.
- prevention of maladjusted children,
- social rehabilitation of children who deviate from social norms (reading) This work is carried out in two ways:
 1. Work is carried out directly with the child.
 2. Mediation of the child's relationship with the social environment.

The category of social education, which is one of the main categories of the course of social adaptation, has a dual nature. *Firstly*, social education is the process of forming social knowledge and skills that contribute to the social adaptation of the child. *Secondly*, social adaptation training is a process of special preparation for work in the social sphere. Social upbringing is the process of forming socially significant qualities aimed at the social adaptation of the child.

In the process of social adaptation, the child develops various knowledge about society, social relations, norms and rules of social behavior, various skills and abilities that help him get used to society. This process is very fast, especially in childhood. It is known that a child under the age of five receives a lot of knowledge that will affect his future life.

A distinctive feature of the child's social adaptation is the difficulty of assessing and monitoring the norms of behavior promoted by society. He only assimilates them, therefore the influence of parents, relatives and specialists (psychologists, doctors, teachers, etc.) is great, who take care of them in the process of social adaptation of the child's personality, and they provide children with the social skills necessary in life - it is these specialists who will have to and it is better to master adaptive knowledge and try to apply it in life. Social adaptation is connected with the fact that in the process of education in general educational institutions, the child first of all acquires the necessary theoretical and practical knowledge. However, at the same time, certain systematized knowledge and skills of social adaptation are formed. These knowledge and skills are very necessary in the process of social adaptation - when a child needs special help.

The process of transferring social knowledge and the formation of social skills that contribute to the social adaptation of the child is called social education. In this process, teachers working with children require the necessary knowledge, skills and qualifications.

Upbringing plays an important role in the pedagogical process. It has the character of forming, managing and controlling the child, and the tasks set in connection with this are solved not by random actions, but on the basis of predetermined and carefully thought-out plans. In the process of education, an important place is occupied by its goals, forms and methods, aspects of self-education and re-education of the individual. The content of upbringing is determined on the basis of the order of the social system, and certain conditions are required for its implementation.⁸

Upbringing and social upbringing are studied as the main object of pedagogy, which has been in the center of attention of scientists throughout the history of the development of the course of social adaptation. At the same time, the meaning of the concept of "upbringing" has a practical meaning. Because this concept defines the main approaches to the tasks and goals of social and pedagogical correctional activities.

Upbringing is a constant and universal category of social life. The social scope of upbringing is much wider than its dictionary meaning. With this in mind, social upbringing can be considered as a process carried out in special upbringing organizations, which contributes to the formation of a child's abilities, knowledge, values, and attitudes towards the society in which he lives.

⁸ Sarsenbayeva R.M. Methods of educational work. Toolkit. - T.: "Finance-Economy", 2019. - 388 p.

In other words, the purpose of social upbringing is to direct the child to the process of creating conditions aimed at positive development. These conditions include three interrelated and at the same time relatively independent processes of individual and group subjects in terms of content, form and method.

The organization of social experience is carried out by organizing the everyday and life activities of groups (communities), encouraging amateur activity in a group, and influencing informal microgroups. Social experience in a broad sense includes various skills, knowledge and ways of thinking, norms and stereotypes of behavior, values, experience of interaction with people, experience of adaptation, as well as self-awareness, self-confidence, it is understood to determine the path of one's social life and follow it. Education includes the following: continuous systematic education (formal education) and promotion, dissemination of culture, self-development and self-learning orientation.

Individual assistance to the child is manifested in solving his own problems, in self-development, in raising his status and place in society. Individual support means conscious assistance to a child in acquiring the knowledge and skills necessary to meet the needs of other children, in developing his self-esteem, self-awareness, a sense of belonging to a family, group, society.

Naturally, the method, form, content, description and speed of learning social experience and individual support directly depend on the age, gender of students and what sociocultural sphere they are oriented to. These aspects differ between institutions and organizations, and this difference depends on the type of organization and the work of the educators working in it.

Interaction in the process of social upbringing is the exchange of information, methods of activity and values between the subjects of this process. This installation is socially stratified and has a special appearance. Because the specific participants in the interaction are representatives of certain ethnic social and socio-psychological groups and in their relations, to one degree or another, implement the social behavior of the groups to which they belong.⁹

In general, interaction is a joint activity of the educator and students, which depends on the content, nature, educational effectiveness of the activity, the participants in the activity and how much they consider themselves to be individuals. Social upbringing, implemented in the process of interaction, creates favorable conditions for the child to acquire positive, social, spiritual knowledge and skills.

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