

**THEORETICAL FOUNDATIONS OF THE SYSTEM OF VALUES IN THE
SOCIALIZATION OF CHILDREN****Soyibova Bonu O'tkirovna**

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Annotation: This article analyzes the role and importance of the system of values in the process of children's socialization. The system of values is examined as a social and moral factor shaping personality, and its influence on the development of social skills, moral views, and cultural behavior in preschool children is scientifically substantiated. The interrelation between socialization and the system of values, their pedagogical essence, and effective methods of applying them in the preschool education process are revealed. In addition, recommendations have been developed to improve the process of acquiring social values by children based on modern pedagogical approaches.

Keywords: socialization, system of values, preschool education, personality development, social experience, upbringing, moral values, culture, family, national values.

Today, globalization, the rapid flow of information, and the complexity of social relations have a strong impact on the comprehensive development of an individual. Particularly, forming a system of values during the socialization process of preschool children, who represent the foundation of the future society, is one of the most relevant directions in modern pedagogy. Socialization is the process through which a child learns to live, communicate, work, understand themselves, and develop as a morally mature individual in society. The success of this process directly depends on the system of values formed in the child's consciousness. The system of values defines the moral and ethical foundation of human life, based on historical, cultural, and national traditions of society. Every nation develops its own set of values throughout history and transmits them to younger generations. Therefore, the integration of national and universal values in preschool education is one of the most effective ways to ensure children's socialization. This idea aligns with the main principles outlined in the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing" and the "First Step" State Curriculum. In recent years, there has been a growing trend of approaching the socialization process from pedagogical, psychological, sociological, and cultural perspectives. The harmony between socialization and the system of values begins with a child's interaction with the environment, family, peers, educators, and mass media. Consequently, introducing positive moral values during preschool age, preparing children for social life, and developing social competencies have become priorities of educational activity.

Purpose and Objectives of the Study

The purpose of this article is to analyze the theoretical foundations of the system of values in children's socialization, reveal their pedagogical essence, and identify effective approaches in the preschool education system.

Object of study: the process of socialization of preschool children.

Subject of study: the formation of a system of values in children's socialization and the pedagogical factors influencing it. The relevance of this study lies in the growing need to introduce innovative pedagogical technologies in preschool institutions to teach moral, national, and cultural values. The effectiveness of socialization determines not only the personal development of a child but also the moral integrity of society. Therefore, it is essential to study the system of values both theoretically and practically and integrate it into preschool education programs.

1. To analyze the theoretical foundations of the concepts of socialization and the system of values;
2. To determine the role of values in the socialization of preschool children;
3. To study educational technologies based on the system of values;
4. To develop recommendations for improving socialization in preschool institutions.

1.1. The Pedagogical Essence of the Concept of Socialization

Human integration into social life and their development as a member of society is called socialization. This process involves acquiring social experience, accepting norms and values of society, and learning social roles. In pedagogy, socialization is understood as a complex process in which a person develops through education, work, communication, and social experience. Russian scholar A.V. Mudrik defines socialization as "the process of acquiring social experience and creatively applying it in one's own life." He emphasizes its dual nature: while the child receives influences from society, they also affect society through their unique traits and values. Family, educational institutions, peer groups, mass media, and the surrounding environment all play a significant role in this process. Preschool age is a crucial stage for acquiring basic social experience; therefore, during this period, children develop social norms, behavioral rules, respect, friendship, helpfulness, and responsibility. Psychologist L.S. Vygotsky explains children's socialization through his concept of the "zone of proximal development." According to him, children acquire new social experiences with the help of adults and peers, which fosters independent thinking and actions. Thus, socialization is a pedagogically guided process of integrating children into society, and its success largely depends on the system of values instilled in them.

1.2. The Essence of the System of Values and Its Role in Society

The term "value" (from Latin *valere* — to be worth, important) is interpreted differently in philosophy, sociology, psychology, and pedagogy. In general, values are material and spiritual assets that define the meaning of human life.

From a pedagogical perspective, the system of values is an internal psychological structure encompassing social, moral, cultural, and national norms within a person's consciousness. It shapes a child's social behavior, decision-making, communication, and participation in social life. French sociologist É. Durkheim considered values as a moral mechanism that ensures the stability of society. They function as "internal laws" regulating individual behavior. Similarly, A. Maslow linked values to his hierarchy of human needs. He argued that after satisfying physiological and safety needs, individuals seek social belonging, respect, and self-actualization — all of which are deeply connected to the system of values. National values reflect a people's historical experience, customs, language, religion, and culture. The ancient Uzbek values such as hospitality, respect for elders and love for the young, honesty, and compassion play a vital role in the socialization of children.

1.3. The Interrelation between Socialization and the System of Values

Socialization and the system of values are closely interrelated pedagogical concepts. During socialization, individuals acquire values and apply them in their daily lives, thus becoming socially responsible members of society.

For instance, when a child internalizes values such as kindness, friendship, honesty, and helping others, they develop into a morally conscious and socially active person. Therefore, the formation of a system of values is a core component of socialization. Psychologist E. Erikson, in his theory of "stages of psychosocial development," describes childhood as the stage in which feelings of trust and autonomy are formed. He believes that the upbringing and values instilled during this period shape one's lifelong social adaptation. From a pedagogical perspective, the process of value formation is carried out through the following directions:

Moral education: instilling kindness, compassion, justice, and responsibility;

National education: fostering patriotism, self-awareness, and respect for language and culture;

Aesthetic education: cultivating appreciation of beauty, art, and artistic taste;

Labor education: developing discipline, responsibility, and social usefulness.

Thus, through socialization, children internalize socially recognized values and reflect them in their behavior, forming the foundation of a well-rounded personality.

1.4. The Role of Educational Institutions in the Process of Socialization

Preschool educational institutions provide the primary environment for children's socialization. The educator's role, the pedagogical environment, educational content, and interactive activities are of decisive importance in this process.

In kindergartens, children encounter social systems beyond the family: they communicate with peers, perform social roles through play, and learn norms and rules. Therefore, educators must organize the process of socialization based on a system of values. The "First Step" Curriculum in preschool education aims to active, socially aware children who understand positive values, are loyal to their national identity, and are open-minded. To cultivate social and moral values, educators use the following pedagogical methods:

Conversations and discussions; Analysis of moral tales and stories; Role-playing games and performances; Group activities and collaborative tasks; Modeling exemplary behavior. Through these, children not only follow social rules but also consciously understand and apply them in real life. The family is the first environment where a child acquires social experience. It is a social institution where children learn human relationships, communication culture, and moral norms. Parents' personal example and family atmosphere play a decisive role in a child's socialization. According to D.B. Elkonin, children form their self-image within the family and internalize social values through the behaviors of their parents and relatives.

Family-based values include:

Moral values: kindness, patience, honesty, sincerity, justice;

Cultural values: language, traditions, ceremonies, national dress, and art;

Labor values: responsibility, discipline, diligence;

Social values: communication, cooperation, humanity.

Hence, the family serves as the first arena for understanding and practicing values, while educators must support this process through cooperation with parents.

Conclusion

In conclusion, the system of values plays a decisive role in the socialization of preschool children. A child acquires values through the family, educational institutions, and society. Preschool institutions serve as a purposeful environment where this process is organized systematically. The collaboration between educators and parents, the effective use of play activities, and the harmony between national and universal values contribute to developing social awareness, positive behavior, and responsibility in children. Thus, the system of values serves as the foundation of children's socialization, laying the groundwork for their moral maturity and active participation in society.

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