

Socialisation of the Individual in Social Institutions

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Abstract Investigating socialization's multifaceted nature, this study explores its philosophical, sociological, and psychological dimensions, focusing on the role of family in shaping individual characteristics. Analysis reveals a reciprocal convergence between individuals and societal norms. Socialization, a two-fold process, involves passive reception and active participation, impacting personality beyond social influences. Pedagogical support becomes crucial, particularly for children with speech impairments. Using Dembo-Rubinstein and Shur's methodologies, the research unveils correlations between children's self-esteem, parental attitudes, and future expectations. Findings underscore the pivotal role of parents in shaping a child's self-perception and future outlook, emphasizing the profound impact of family dynamics on socialization.

1. INTRODUCTION

Adaptation is the result of a process of mutual convergence of subject and social environment. There is a lot of research in this area in our country. In particular, M.G. Davletshin[1, p60], G.B. Shoumarov[2, p296], V.M. Karimova[3, 97-1], R.I. Sunnatova, E.G. Goziyev[4, p56], B.R. Qodirov[5, p24], SH.R. Barotov, Z.T. Nishonova, G. Alimova[6, p160] U.B. Shamsiyev[7, p32] the research of et al. Is devoted to the study of the socialisation of the individual and the role of family socialisation in it and their psychological characteristics.

Our analysis of the essence of the concept of "socialisation" led to the conclusion that socialisation is an integrative concept that contains philosophical, sociological, psychological, and pedagogical aspects. Philosophy allows us to consider the society and the place of a person in it, to identify the general principles of the development of social life and the existence of a person and society, to determine the values and content of social ideals, the nature and trends of changes in the social orientation of people in society. The process of socialisation was most clearly defined in sociologists, in which the definition

of socialisation was first given, and such concepts as the agent of socialisation, the institution of socialisation, factors of socialisation, mechanisms of socialisation, social action, etc. were introduced. (M. Weber, Yu.G. Volkova, I.S. Kon, V.A. Lavrinenko, P.D. Pavlenok, G.V. Osipov, L.I. Moskvichov, etc.)

In sociology, the process of socialisation is defined as two-sided, in which, on the one hand, a person acts as a passive object of various influences, and on the other hand, a person is an active participant in this process. Analysis of the psychological aspect of socialisation allows us to consider the relationship of the individual in the relationship of "I" and society, "I" in society. Psychologists note that socialisation is a change in the psyche and the formation of personality, although, just as the development of the psyche is not limited to social processes, so the formation and development of the personality are not reducible only to socialisation (N.I. Shevandrin). Socialisation includes both education and upbringing, and the whole set of spontaneous, unplanned influences that influence the formation of a personality, the process of assimilation of individuals into social groups (V.I. Lavrinenko).

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The term "socialisation" was first used by the American sociologist F.G. Keddingsins on in his book "The Theory of Socialisation" (1987). adaptation (socio-cultural experience, assimilation of culture) and individualisation (independence, relative originality). [8, p85]

For successful social development, it is important that the child can achieve success in activities. If this does not happen, then it makes sense to organise success with the help of specially designed programmes, thanks to which the child could succeed in one or another type of activity. The importance of communication in primary school age is explained by the transition to a qualitatively new level - educational dialogue. In this regard, communication with the teacher acquires an important role in the process of socialisation of younger schoolchildren, since his main task is to convey to students all the basic socially positive values and norms of society. Speaking about the upbringing of children at school, one cannot fail to note the importance of the interaction between the school and the family in the process of socialisation of younger students. Not only is the family the leading institution of socialisation, it is also a socialisation factor not only for children, but also for adults. Both the physical, emotional, and social development of a person throughout life (F.A. Mustaeva) depends on the psychological climate in the family. [9, p12]

The objective conditions of a special case (situation) of mental activity lie in people's lives, the general living conditions, - writes S.L. Rubinstein. Usually when a person thinks about himself, of course, he analyses the results of his interactions with other people and creates his "I" based on their effectiveness.

According to S.L. Rubinstein, self-awareness, on the one hand, corrects the result of a person's psychological development at certain stages of his existence, on the other hand, self-awareness affects his subsequent development. It is the internal condition for the continuity of human development to strike a balance between external influences, its internal state, and its forms of behaviour. [10, p470]

According to R. Burns, self-awareness is a historically established system of relationships, awareness of a person's actions, thoughts, feelings, moral character, interests, position in the system of social production, that is, to understand oneself as a person, to be separated from the surrounding natural

and social environment, and to be in a certain activity with it. [11, p797-800]

Research by R. Burns has shown that authoritarian and democratic methods of interaction have the best effect on the educational process, while other methods can lead to impaired personal development. There are disagreements between parents and children. [12, p333]

Only the author's style of discipline can be used to impede the development of an intimate environment. In this regard. According to E.Yu Faleyeva, an authoritarian style of upbringing, based on the requirement of obedience, inevitably leads to the formation of negativism, protests or, conversely, excessive dependence, lack of initiative, low willpower regulation and lack of self-efficacy. Relationships between parents and children can be aggressive, insecure, and hostile.[13, p191-194]

The fact that the nature of the marital relationship has been confirmed by individual researchers (O.V. Shapatina, S.A. Zaikova) confirms the importance of the marital relationship as a factor in the formation of the child's personality.[14, p24] It is important to remember that the longer the differences in the family, the greater the negative impact on the child.

E.N. Shiyanov notes that the school is an institution of socialisation that cannot be replaced by either the family or the group of peers. However, at present, it does not fully fulfil its socialising function. It constantly and significantly increases the number of maladjusted children. In connection with the growth of children who have problems in the process of socialisation, the school faces the need to develop and implement programmes of pedagogical support for this process. In modern pedagogical science, there are various approaches to the issue of pedagogical support.

E.I. Kazakova reveals the essence of support as a complex method based on the unity of four functions: problem diagnosis; collecting information about the problem and ways to solve it; consultations at the stage of decision-making and development of a plan for solving the problem; primary assistance at the stage of implementation of the solution plan. From the point of view of N.A. Konovalenko, support is understood as a method that provides the creation of conditions for the subject to make optimal decisions in various situations of life choice.

O.S. Gazman under accompaniment understands the interaction of the escort and the escorted, aimed at resolving the life problems of the escorted. E.V. Evmenenko, G.Yu. Kozlovskaya, studying this problem, distinguish two interdependent processes in the structure of pedagogical support: individual support of children in an educational institution; systemic support aimed at preventing or correcting a problem that is typical not for one child, but for the system as a whole. One of the groups of children who need pedagogical support in the process of socialisation includes younger schoolchildren with speech impairment. The degree of speech impairment determines not only the child's ability to acquire knowledge, skills, and abilities in the process of education and upbringing at school but also affects the process of socialisation. It should be noted that not all children with speech disorders experience problems in the process of socialisation.

The totality of the degree and nature of speech disorders, the specifics of individual and personal development determine the level of difficulties in the process of socialisation of younger students with speech pathology. The contingent of such schoolchildren is represented mainly by children with residual manifestations of an organic lesion of the central nervous system. This causes a frequent combination of their speech disorder with various deviations in mental activity. A number of authors (E.S. Almazova, L.S. Volkova, T.V. Volosovets, O.E. Gribova, L.G. Solovyova, M.E. Khvatsev, T.B. Filicheva, G.V. Chirkina etc.) indicate that defective speech activity leaves an imprint on the formation of cognitive, motor, communicative, emotional, and personal spheres in children, which in turn entail problems in the dominant activities (communication, learning and play activities).

Problems in educational activities in children with speech impairment are manifested in an insufficient level of general awareness, a stock of knowledge and ideas about the world around them; a low level of development of both visual-effective and verbal-logical thinking; in the originality of the personal sphere, etc. (O.E. Gribova, I.S. Krivoviyaz, L.G. Solovyova, O.E. Usanova, etc.). O.E. Gribova highlights the following problems of communication between younger schoolchildren with speech impairment and the teacher, which are expressed in the fact that children do not know how to make requests, do not ask clarifying questions in the course of explaining the material or assignment; are better oriented in instructions aimed at their objective

activity than at cognitive one; in the classroom, their active speech, as a rule, is addressed to the teacher; at the same time, they often reproduce the lines of their comrades without additional mental processing; any switching from one type of activity to another is accompanied by a kind of "explosion" of verbal activity of an egocentric orientation.

E.V. Nikifirova singled out the general features of the behaviour of children with speech impairment in communication with peers: refusal to enter into interpersonal and group relationships with children; aggressive, intimidating or defensive behaviour; avoidance of direct contacts with peers, manifestation of anxiety, elements of autism in behaviour, which can act as the use of psychological defence mechanisms by the child. These problems can be caused both by the internal characteristics of the personality of the child himself, and by external, social reasons, upbringing in the family.

2. METHODS

In order to analyse the impact of children's socialisation on family relationships, small school-age students were selected as subjects. Due to the significance of self-esteem in children's socialisation, the test takers' self-esteem was studied and analysed using Dembo-Rubinstein and Shur's "Stairs" methodology. The attitude of parents towards their children was studied and analysed by the methods of A.Ya. Varga and V.V. Stolin.

3. RESULTS AND DISCUSSION

Relationships between the Dembo-Rubinstein, A.Ya. Varga, and V.V. Stolin methods show interesting correlations. Among children with high levels of alienation, those who perceive themselves as poor, uneducated, and unlucky have low levels of practical curiosity ($r = 0.304$; $p < 0.01$), and this curiosity tends to decrease in the future ($r = 0.432$; $p < 0.01$).

Children experiencing symbiosis, who are protected from difficulties and frustrations, and who feel helpless, are less likely to be disciplined in the future ($r = 0.387$; $p < 0.01$). These children show higher levels of affection ($r = 0.306$; $p < 0.01$). Moreover, among children in symbiotic relationships, those who are not allowed to be independent and have a high level of

protection experience a decrease in true affection ($r=0.444;p<0.01$) and ideal order ($r=0.426;p<0.01$), leading to a decrease in their degree of division.

Children who value their future ($r=0.402;p<0.01$) more than their past tend to have a clearer and more positive vision of their future.

Relationships between the methods according to Shur's "Stairs" method.

At this age, children's perceptions of the type of father they will be in the future ($r=0.467;p<0.01$) are influenced by their current perceptions of their fathers, whether they will be the same or better than they are now. Additionally, if mothers demonstrate a cooperative attitude ($r = 0.318; p < 0.05$) in their relationship with their children, it affects the child's perception of their past experiences. Authoritarianism displayed by mothers in the family ($r=0.645;p<0.01$), characterised by individual dominance in their relationships with their children, plays a significant role in how children assess their past and is positively perceived by children at this age, as it involves mothers taking control and directing their children's actions.

Children's current self-esteem is found to be correlated with their mothers' current self-esteem ($r=0.366; p<0.05$). This means that children's self-esteem is influenced by their attitudes towards their mothers and vice versa. The current positive or negative assessment children receive from their mothers influences their future self-esteem ($r=0.533;p<0.01$), leading them to believe that their future self will either be better or remain the same as they are now.

Children's self-assessment is linked to their ability to determine their own levels of intelligence, with low current self-esteem associated with larger differences between current and future intelligence levels ($r=0.326;p<0.05$). This suggests that when self-

esteem is high, perceived differences in intelligence levels become closer to real and future differences. The father's acceptance of the child as they are ($r=0.333;p<0.05$) and respect for their individuality have an influence on the child's self-esteem, helping them to understand their own mistakes and maintain high self-esteem.

Children with high self-esteem tend to have lower levels of ideal kindness ($r=0.511;p<0.01$). Children who score highly in ideal kindness ($r=0.380;p<0.01$) are found to have lower levels of present self-esteem, possibly due to their more realistic assessment of their own level of kindness.

Ideally, children with high self-esteem may actually have lower levels of order ($r=0.507;p<0.01$), indicating that they may have fewer friends ($r=0.322;p<0.05$) or do not feel the need to have more friends than they currently do.

Children whose mothers excel in their past assessment of them have higher current self-esteem ($r=0.549;p<0.01$), showing that their past experiences hold more importance than their present assessment. Children whose mothers gave them lower ratings in the past tend to have more differences in values ($r=0.367; p<0.05$) and regularity ($r=0.431; p<0.01$) compared to the present, suggesting that they wish to maintain order in the future. These children might be resorting to this as a last resort. Furthermore, these children are more likely to appreciate their fathers in the future ($r=0.624; p<0.05$), which might be due to their positive assessment of their father's past.

Figure 1: Child's assessment of the father's past

In conclusion, the study reveals various correlations between children's self-esteem, perceptions of their parents, and their attitudes towards their future. The attitudes and behaviours of parents play a significant role in shaping children's self-esteem and expectations for the future.

TABLE 1. Child's current assessment of the parent

Points	Number	Percent
Best	24	54,5
Good	18	40,9
Average	2	4,5
Total	44	100,0

On the "Father Now" scale, the child's evaluation is based on the parent's current relationship with the child. Interestingly, the results of the present and

future scales show striking similarities. Thus, I generate ideas, and it is truly enjoyable to see them come to life.

TABLE 2. Child's Assessment of their future

Points	Number	Percent
Best	30	68,2
Good	12	27,3
Average	2	4,5
Total	44	100,0

When evaluating the children for the test, their assessment was determined by considering both their present behaviour and their father's attitude towards them. The majority of respondents, 68.2%, were

ranked first, while 27.3% were ranked second. This indicates that only a few children would resort to such an option as a last resort.

TABLE 3. Child's assessment of the mother's past

Points	Number	Percent
Best	20	45,5
Good	20	45,5
Average	4	9,1
Total	44	100,0

It is possible that the ratings of mothers have decreased due to the fact that mothers give more to their children than fathers. At the same time, due to the high percentage of children, I can perceive them as more ideal than children. This does not imply that

the child will be like his mother in the future, nor will he be like his mother. This indicates that 45.5% of the subjects were identified in the first grade and 45.5% in the second grade. 9.1% of respondents showed a low score in the third place.

TABLE 4. The child's current assessment of the mother

Points	Number	Percent
Best	24	54,5
Good	16	36,4
Average	4	9,1
Total	44	100,0

TABLE 5. Child's Assessment of their future

Points	Number	Percent
Best	30	68,2
Good	10	22,7

Average	4	9,1
Total	44	100,0

In the present evaluation, the mother's level was higher than in the past. The answer is affirmative, as it's an improvement compared to the past.

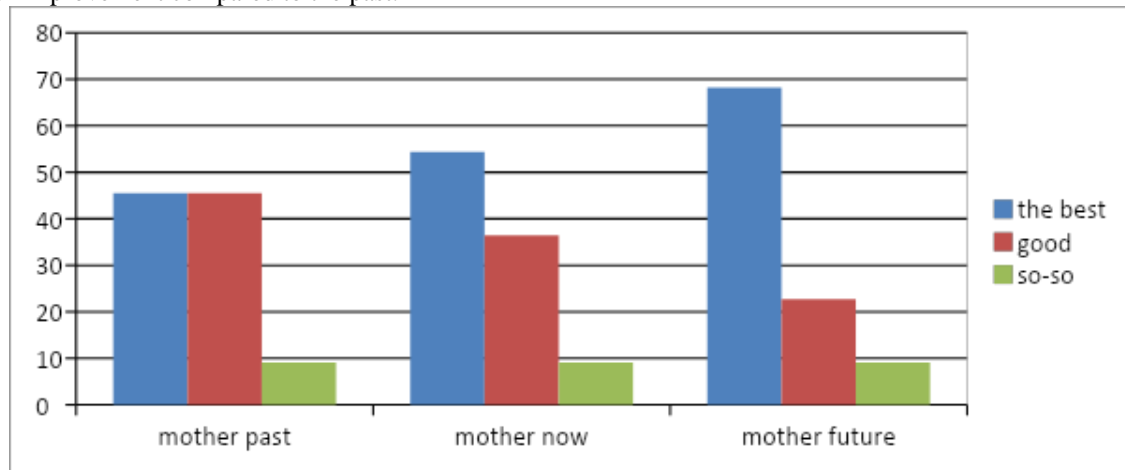


FIGURE 2. The assessment of the child's mother at three different time periods

In the future, the test takers will assign higher scores to children. This indicates that the children are expected to perform better in the future.

TABLE 6. Mother's assessment of the child's past

Points	Number	Percent
Best	18	40,9
Good	20	45,5
Average	6	13,6
Total	44	100,0

In the past, 40.9% of mothers reported that their children achieved the highest score. Forty-five percent of the test takers rated their children as average. However, 13.6% of the subjects underrated

their children. This indicates that 13.6% of mothers perceive certain shortcomings in their children, which may be considered typical for their age group but not within the norm.

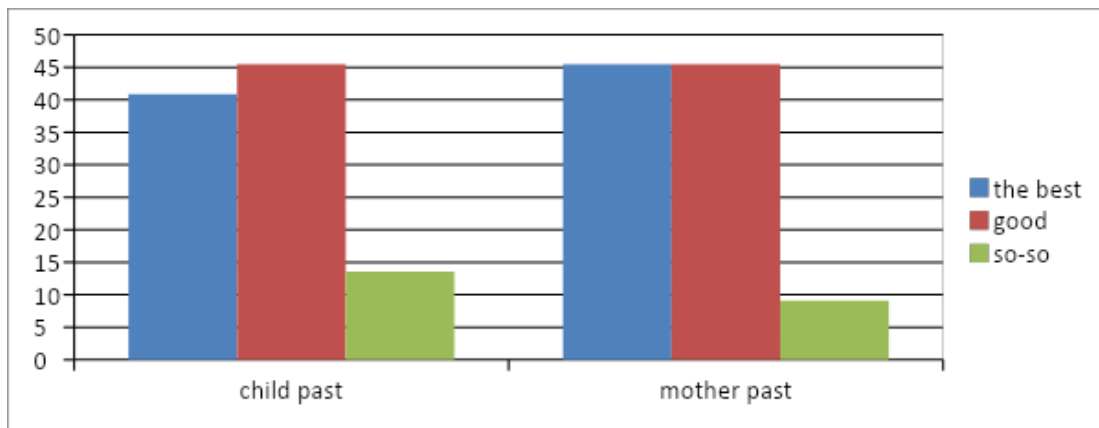


FIGURE 3. Mother's assessment of the child's past

If we examine the values of both the mother and the child, we find that the child's assessment of themselves aligns with the mother's assessment of them. Consequently, children are more likely to mirror the negative or positive perceptions the mother holds about them.

TABLE 7. Mother's assessment of the child's present

Points	Number	Percent
Best	26	59,1
Good	14	31,8
Average	4	9,1
Total	44	100,0

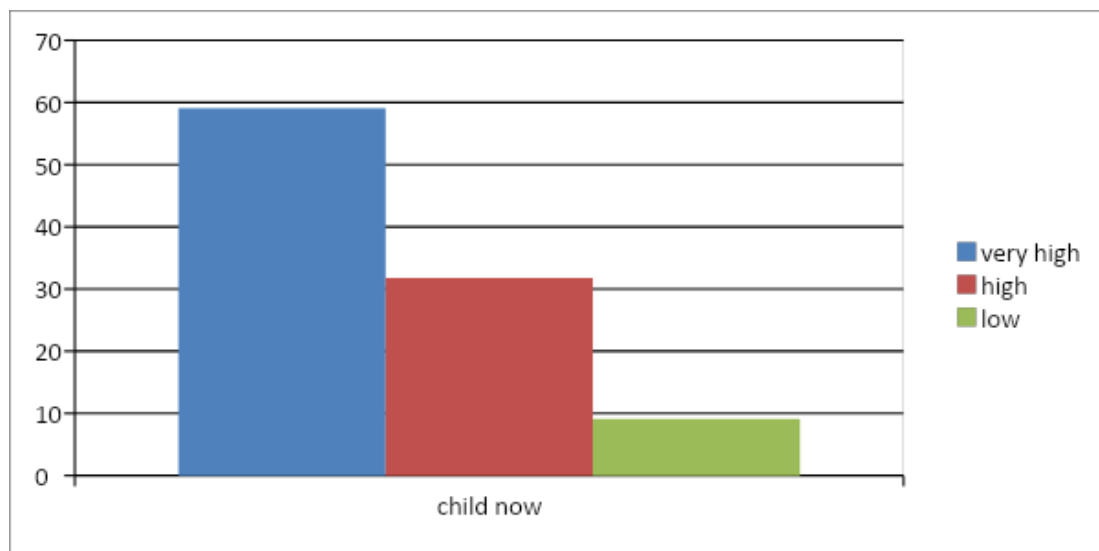


FIGURE 4. Mother's assessment of the child's present

Specifically, 59.1% of mothers gave their children a high rating, indicating that they perceived no issues with their children, and their behaviour was consistently positive. Concurrently, we noticed a striking similarity in how the children assessed themselves. This similarity is likely influenced by the way mothers interact with and treat their children.

4. CONCLUSION

Socialisation is a multifaceted concept encompassing philosophical, socio-psychological, and socio-pedagogical aspects. It is a process influenced by various agents, institutions, and factors, both planned and unplanned. As an open social system, schools must enhance positive influences and mitigate negative impacts, with particular attention to the interaction between schools and families, as they are the primary institutions shaping the socialisation of younger students. Our research sheds light on the significant role of parent-child relationships in the process of socialisation. The study revealed that a child's self-esteem at a young age, particularly when they start school at 6-7 years old, is greatly influenced by their communication with parents. This period marks a crucial developmental stage for children, as parenting methods, parental attitudes, and responsibilities undergo radical changes, leading to shifts in a child's self-awareness and self-esteem.

Educational activity holds a pivotal role in shaping the content of social formation during primary school age. As children transition from play to more academic pursuits like reading, they start to identify with adulthood. In order to embrace this new phase, a child must be prepared for learning. The school environment broadens the child's circle of important individuals, introduces new relationships with peers, alters the nature of interactions with parents, and fosters a distinct relationship with adults—characterized by the "child-adult-task" dynamic.

From our study on the significance of parent-child relationships in socialisation, we draw several conclusions. Consistent support and encouragement from the father lead to decreased feelings of order and responsibility in the child. Conversely, if the father exhibits rude and insecure behaviour towards the child, the child's attachment to the mother increases. Children who hold their fathers in high esteem tend to have more friends and display higher levels of discipline.

The mother's supportive role in the parent-child relationship can positively impact the child's interactions with others, resulting in increased discipline and self-confidence. On the other hand, excessive control and restriction hinder the child's ability to rely on their parents and adapt to the social environment. The use of an authoritarian parenting style may lead to higher levels of orderliness, discipline, and social cohesion. In cases where both

parents assess the child differently, conflicts may arise in the child's perceptions. For example, high levels of dysfunction in children may correlate with higher levels of dysfunction in women. In our study, we observed that 6-7-year-olds are more likely to assess themselves based on their parent's evaluations and interactions. Children who perceive their fathers as genuinely good are more confident that their fathers will continue to be good in the future. Additionally, children who hold their fathers in high regard are also highly rated by their teachers in terms of behaviour and academic performance, suggesting that these children possess positive qualities.

A child's high valuation by their parents is influenced by the parents' approach to upbringing, indicating a positive and nurturing parenting style. Proper parenting also fosters increased authoritarianism and responsibility at this age. Encouraging independence and respecting a child's decisions contribute to building their self-confidence.

The family factor plays a crucial role in forming an individual's social perceptions during the process of socialisation. The family's spiritual environment, parent-child relationships, and cognitive thinking with concepts and ideas are major contributing factors. Our research indicates that parents have varying perceptions of themselves and their children, with mothers generally holding higher values than fathers.

Overall, our research has provided valuable insights into the role of the family in the social environment and its profound impact on a child's self-esteem during the crucial school-age period.

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