

ACADEMICIA

ISSN (online) : 2249-7137

# ACADEMICIA

An International  
Multidisciplinary Research  
Journal



Published by  
**South Asian Academic Research Journals**  
A Publication of CDL College of Education, Jagadhri  
(Affiliated to Kurukshetra University, Kurukshetra, India)

**ACADEMICIA**

An International Multidisciplinary Research Journal

ISSN (online) : 2249 –7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2020 = 7.13

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

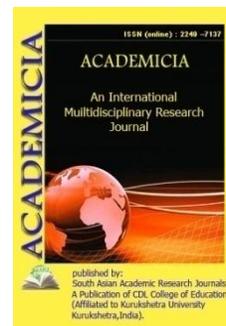
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The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

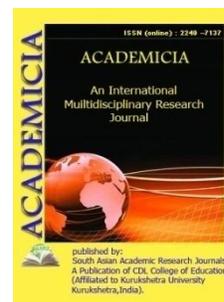
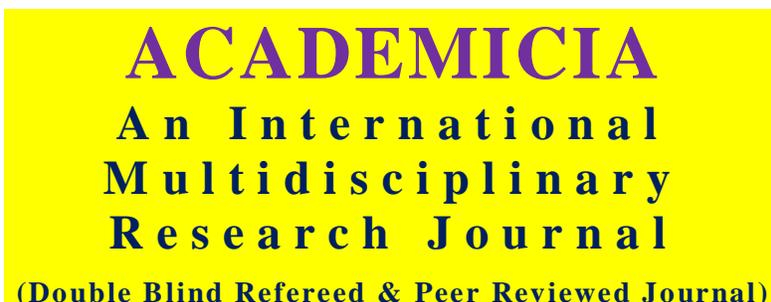
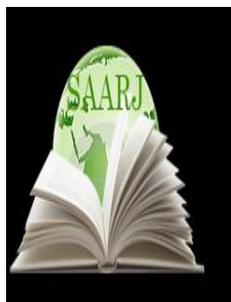


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**An International**  
**Multidisciplinary**  
**Research Journal**  
 (Double Blind Refereed & Peer Reviewed Journal)



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DOI: **10.5958/2249-7137.2020.01524.4**

## PECULIARITIES OF SOCIALIZATION OF CHILDREN OF PRESCHOOL AGE IN EDUCATIONAL AND EDUCATIONAL ACTIVITIES

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### ABSTRACT

*The article discusses the features of socialization of preschool children in educational and cognitive activities. Educational and cognitive activity of preschool children is a child-driven or independent cognition of children, stimulated by adults, aimed at creating the prerequisites for educational activities in the process of mastering the sociocultural experience of cognition.*

**KEYWORDS:** *Socialization, Educational and Cognitive Activity, Preschool Children.*

## INTRODUCTION

The problem of socialization of preschool children is one of the basic problems in pedagogy and psychology, since its success determines the individual's ability to fully function in society as an active subject. The degree of socialization determines how harmoniously developed the preschooler will be, assimilating at the initial stages of the socialization process the norms and attitudes necessary to become a full-fledged and equal member of his social environment.

The change in the pedagogical impact from the one-way influence of “teacher-child” to a more multifaceted and voluminous interaction in the system of “child-adult-peers” presupposes the establishment of a new psychodidactic paradigm in preschool education. The recognition of it as the only true one at the level of the state standard of education brings profound constructive changes in the activities of a preschool educational institution.

## MATERIAL AND METHODS

New educational programs for a preschool educational institution are aimed at the comprehensive development of the child on the basis of special, specific types of activities inherent in preschool children. That is, in practice, we will get a more versatile approach, welcoming the maximum exploitation of innovative and active methods of pedagogical interaction, more individualized and aimed at revealing the own potential of each child.

One of the external factors determining the content and form of socialization of preschool children is educational and cognitive activity.

From the standpoint of the personal-activity approach in pedagogy and psychology (L. S. Vygotsky, A. N. Leontiev, I. A. Zimnyaya, I. S. Yakimanskaya), the basic conceptual provisions of personality development at various stages of ontogenesis (L. S. Vygotsky, D. B. Elkonin, BC Mukhina, L. I. Bozhovich), modern concepts of psychological and pedagogical support (M. R. Bityanova, E. I. Kazakova, E. A. Kozyreva, T. I. Chirkova), reflecting the main essential

characteristic of a personality-oriented humanistic paradigm of modern education, the pedagogical is accompanied These children of preschool age are considered as a continuous process of creating the conditions for the effective self-development of a person. One of the important components of social experience is the experience of mastering ways of working. The method of activity (including educational cognitive) is a combination of social and social skills, with the help of which a significant practical result is achieved [1, p. 43].

## RESULTS AND DISCUSSION

However, with the pedagogical support of the socialization of preschool children there are a number of professional difficulties. The contradiction is expressed, on the one hand, in understanding the need for organizing pedagogical conditions for the successful socialization of preschool children, on the other hand, insufficient knowledge of the various ways of pedagogical support of this process in educational and cognitive activities. Also significant and objective is the difficulty of the process of socialization and the need for its pedagogical support, associated with the controversial nature of the process of growing up of a preschool child [3, p. 53].

Educational and cognitive activity of preschool children is a child-driven or independent cognition of children, stimulated by adults, aimed at creating the prerequisites for educational activities in the process of mastering the sociocultural experience of cognition. In defining the concept of “educational and cognitive activity in a preschool institution” we relied on the research of modern scientists T. M. Babunova, T. N. Babaeva, D. A. Gogoberidze, HA Gorlova, T. N. Doronova, HA Korotkova, N. Y. Mikhailenko, N.E. Razenkova, and others.

The organization of pedagogical support of educational and cognitive activities of children includes the goal-setting stage - setting and adoption of educational and cognitive tasks by children; organizational and activity - the implementation of the children’s plan (project), the implementation of mental and practical actions provided for and arising in the process of solving educational and cognitive tasks; creation by the teacher of the necessary conditions for this; reflective stage - an assessment of the effectiveness of educational and cognitive activities, consisting of three steps: self-esteem by each child, collective joint or mutual assessment, pedagogical assessment.

Educational-cognitive activity in its content and type is so diverse that it can be distinguished: in form (collective and individual); by methods of implementation (artistic - music, drawing, dancing; creative; technical creativity - modeling; collecting), by emotional tension (dedication, a feeling of joy and satisfaction of needs; always carried out in free time or in the period after a high level of fatigue, as a forced rest during the period of intensive work), according to the physiological orientation (helps to restore physical strength).

Educational and cognitive activity of preschool children is represented by a combination of four interconnected components: targeted, focused on creating the conditions for the formation of experience in the activities of children, mastering the methods of cognition and the basic premises of educational activity; meaningful, determining the focus of activities on satisfying the need for knowledge, the formation of the leading competencies of the child, the formation of the primary experience of educational and cognitive activity; procedural, reflecting the interaction of

the teacher and children at each stage of the cognition process; effective, suggesting the necessary changes in the level of development of educational and cognitive activity.

A feature of cognitive interest is its ability to enrich and activate the process not only of cognitive, but also of any human activity, since the cognitive principle is in each of them. In labor, a person, using objects, materials, tools, methods, needs to know their properties, to study the scientific foundations of modern production, to understand rationalization processes, to know the technology of this or that production. Any kind of human activity contains a cognitive principle, search creative processes that contribute to the transformation of reality. Any activity a person inspired by cognitive interest, performs with great passion, more efficiently.

The cognitive activity of a child of preschool age is characterized by an optimal relationship to the activity performed, the intensity of assimilation of various methods for positive achievement of the result, the experience of creative activity, and the focus on its practical use in their daily lives. The basis of a child's cognitive activity in experimentation is the contradiction between the existing knowledge, skills, acquired experience of achieving results by trial and error and new cognitive tasks, situations that arose in the process of setting the goal of experimentation and its achievement. The source of cognitive activity is overcoming this contradiction between the acquired experience and the need to transform, interpret it in their practical activities, which allows the child to show independence and creative attitude when completing the task.

The guidance of the development process of non-standard thinking of children by the educator is realized through the use of various methods and techniques of activating the intellectual sphere of the child [2, p. 25].

In older preschool age, cognitive development is a complex complex phenomenon, including the development of cognitive processes (perception, thinking, memory, attention, imagination), which are different forms of the child's orientation in the world around him and regulate his activities in himself. It is known that by the senior preschool age the possibilities of initiative transformative activity of the child are noticeably increasing. This age period is important for the development of a child's cognitive need, which finds expression in the form of search, research activity aimed at discovering a new one.

## CONCLUSIONS

Cognitive activity is understood not only as a process of assimilation of knowledge, skills, but mainly as the search for knowledge, the acquisition of knowledge independently or under the pedagogical support of an adult, carried out in the process of humanistic interaction, cooperation, co-creation.

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