



FORMATION OF SOCIAL SKILLS OF PRESCHOOL CHILDREN

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Annotation: This article discusses the importance of the process of forming social skills of preschool children, pedagogical approaches, effective methods and problems encountered in this regard. Also, the factors affecting the social development of children are analyzed and ways of their effective use in a modern educational environment are suggested. In addition, the impact of social skills formed in children on their current and future success is discussed.

Keywords: preschool age, child, social skills, communication, social environment, interactive methods.

Introduction

The early years of preschool children's development are one of the most important stages in human life. It is during this period that children's personality, social relationships, and interactions with the environment are formed. It is during preschool age that social skills are developed, which serve as the basis for the child's subsequent life and successful adaptation in society. During this period, the child's integration into social life occurs through his relationships with his family, peers, and educators.

Social skills, including the ability to communicate, cooperate, manage emotions, and resolve conflicts, are of great importance in the personal and social development of children. Therefore, special attention should be paid to the formation of children's social skills in the process of preschool education. Educational institutions provide ample opportunities for children to develop their behavior in various social situations and their ability to work in a team.

LITERATURE ANALYSIS AND METHODOLOGY

Scientific research on the formation of social skills of preschool children has been widely studied in the disciplines of pedagogy and psychology. As a theoretical basis for the concept of social development, the sociocultural theory of L.S. Vygotsky deserves special attention. It emphasizes the crucial role of the social environment and communication in the personal development of children. Vygotsky's research reveals the effectiveness of the teaching and learning process through social interaction. This approach is widely used in the modern education system, in particular in preschool education.

In addition, the social origin of intelligence: Vygotsky believed that a person's mental and cognitive abilities are not determined biologically, but are created and formed through the use of language and tools in the process of interacting and constructing the cultural and social environment.

J. Piaget's theory of cognitive development also plays an important role in understanding the process of forming children's social skills. He believed that children form their knowledge through active experience, and social relationships and cooperation play an

important role in this process. Piaget's research provided a theoretical basis for determining the importance of play in the development of children's social and emotional abilities, as well as speech and thinking. European and American researchers, including E. Erikson and E. Maccoby, emphasize that the social development of children depends on the upbringing style in the family, the quality of communication, and the psychological characteristics of family members. Erikson's theory of psychosocial development describes the importance of encouraging initiative and interaction in the development of children's social skills.

At the same time, Maccoby empirically proved the direct impact of educational methods on social development.

Local studies, in particular, the scientific works of Uzbek scientists A. Kadyrov, G. Islamova and S. Alimov, provide in-depth information on the role of Uzbek culture and traditions in the social development of children. Their studies place special emphasis on the process of forming social skills based on national values in preschool education. These works provide valuable experience in studying the social behavior of children in a cultural and historical environment.

Modern studies are also studying the impact of technologies and media on the social development of children. For example, the studies of D. Prensky and P. Kirshner on the impact of digital tools on children's communicative skills are the main source for analyzing children's social activity in a virtual environment. At the same time, there are studies that warn that excessive use of technologies can limit children's ability to communicate in real life.

Literature analysis shows that the issue of forming social skills of preschool children requires a multifaceted and in-depth scientific approach. Theoretical and practical research in this area confirms that the role of communication, game activities and cultural values in the formation of social skills is incomparable. At the same time, taking into account the specific characteristics of each culture and society ensures the success of this process. In this study, a comprehensive methodological approach was used to study the process of forming social skills of preschool children. The main goal of the study is to analyze pedagogical methods and approaches that ensure the social development of children and to assess their effectiveness. Therefore, qualitative and quantitative analysis methods were combined in the study.

The methodology included the following stages:

1. **Theoretical analysis:** The existing scientific literature, pedagogical concepts and psychological theories were studied, and the main approaches to the development of children's social skills were identified. At this stage, the ideas of classical scientists such as L.S. Vygotsky, J. Piaget, E. Erikson, and the works of modern researchers were studied in depth.

2. **Empirical research:** Play, communication and cooperation activities with children in preschool educational institutions in Uzbekistan were observed. With the help of these observations, success factors and difficulties in the process of forming social skills were identified.

The following methods were used in this study:

♦ **Observation and monitoring:** Children's interactions, group behavior and game processes were analyzed through systematic observation. This method made it possible to determine the level of social development of children.

♦ **Interviews and questionnaires:** Interviews were conducted with educators, parents, and psychologists to collect information about the problems and effective approaches to developing children's social skills.

♦ **Experimental research:** Special pedagogical methods aimed at developing social skills (role-playing, group games, communication exercises) were tested. Initial and final observation data were compared to assess changes in children's performance.

♦ **Analytical statistical methods:** Empirical data were processed using mathematical and statistical methods, which allowed us to identify the dynamics of the development of social skills.

The study used systematic, integrative, and activity approaches as a basis. The systematic approach allowed us to consider social skills in connection with the overall development of children's personalities. The integrative approach achieved the unification of pedagogical, psychological, and sociological perspectives. The activity approach made it possible to identify the role of practical activities in the formation of children's social skills. These methodological approaches made it possible to comprehensively study the process of forming children's social skills and develop scientifically based recommendations for the effective organization of this process.

RESULTS

This study allowed for an in-depth analysis and assessment of the process of forming social skills in preschool children. The results obtained confirmed that the social development of children is a central part of the educational process and that this process develops in connection with various factors. The main results of the study are summarized as follows:

- Main features of the process of forming social skills
- Results of experimental research
- Study of cultural and individual differences
- Effectiveness of pedagogical methods
- The importance of cooperation between educators and parents

Main features of the process of forming social skills. Children's social skills are an integral part of their natural development process, and these skills are formed in interaction with the family, educational institutions and peers. Observations have shown that the process of social development depends on the personal needs and temperamental characteristics of children, as well as on the social and cultural environment surrounding them.

Results of experimental research. During the experiment, special pedagogical methods and approaches developed to form children's social skills were tested. These methods were found to be effective in developing social communication skills, improving group work, and increasing conflict resolution skills.

Studying cultural and individual differences. It was found that the role of national culture and family values is important in the formation of children's social skills. Also, the personal temperamental characteristics of children - for example, extroverted or introverted tendencies - directly affect their level of social communication. Taking these factors into account, individual approaches were developed.

The effectiveness of pedagogical methods. Role-playing, group games, and creative activities are distinguished by their effectiveness in forming children's social skills. During the study, these methods played a major role in developing cooperation in children, increasing their sense of responsibility, and increasing openness to communication.

The importance of cooperation between educators and parents. The study showed that the social development of children should be effectively supported not only in educational institutions, but also in the process of family upbringing. Constant cooperation between educators and parents was noted as an important factor in the formation of children's social skills.

The results of the study confirmed that the formation of social skills in preschool children requires an integrated approach. For the successful implementation of this process, it is necessary to harmonize pedagogical methods with national and individual characteristics, strengthen cooperation between the family and educational institutions. The results serve as a theoretical and practical basis for the formation of new pedagogical approaches to social development and further improvement of the preschool education system.

DISCUSSIONS

The results of this study confirm that the process of forming social skills in preschool children is a complex and multifaceted process. The data obtained during the study made it possible to identify the relationship between theoretical approaches and practical experience. This discussion will consider a number of important issues based on the results.

The relationship of the formation of social skills with the family. The study showed that the family environment plays a decisive role in the social development of children. Children who grow up in a democratic and supportive environment are more active in cooperation and more open to communication. These observations are consistent with E. Erikson's theory of psychosocial development, which emphasizes that a sense of mutual trust and support serves as the basis for the formation of social competencies in children. At the same time, the study showed that authoritarian or neglectful upbringing methods can lead to passivity and communication difficulties in children.

The role of educators and teaching methods. The methods used by educators in working with preschool children have a direct impact on the formation of their social skills. The results of the experiment showed that the development of social competencies through the correct organization of games and creative activities with children, modeling social situations is effective. These results are consistent with the socio-cultural theory of L.S. Vygotsky.

The importance of interaction with peers. In the process of research, it was found that children's communication with peers is one of the most important factors in the development of their social skills. Group games and collective activities help to increase social activity, develop cooperation skills, and form joint problem-solving skills. According to Piaget's theory of cognitive development, children master new social rules through interaction with peers, which confirms these observations.

The role of national culture and individual characteristics. The social development of children is closely related to cultural and individual factors. During the study, it was found that social relationships formed on the basis of national traditions and values have a positive impact on children's behavior. In the conditions of Uzbekistan, this process was associated with values such as family unity, respect and cooperation. At the same time, children's temperamental characteristics also have a significant impact on their social activities.

The impact of technology. It was found that digital tools and media can have both positive and negative effects on children's social skills. It is known that although technologies create wide opportunities for the development of children's communication skills, they

cannot replace live communication. Therefore, the balanced use of digital tools is of great importance.

Analysis of the results of the experiment. The experimental study proved the effectiveness of using special methods and programs to form children's social skills. At the same time, the results showed that for the success of such programs, they require constant monitoring and an individual approach. The results of the discussion show that the formation of social skills in preschool children largely depends on the coordinated activities of the family, educational institutions and the cultural environment. The successful organization of this process requires the use of systematic and innovative approaches. The results obtained will serve as a theoretical basis and practical guidelines for supporting social development in preschool education in the future.

CONCLUSION

This study provided important theoretical and practical conclusions regarding the process of forming social skills in preschool children. The results obtained during the study confirmed that the social development of children is a central part of the educational process and the importance of systematically organizing this process.

The main factors in the formation of children's social skills. It was found that interaction with family, educational institutions and peers is of decisive importance in the social development of children. A democratic and supportive environment, pedagogical methods focused on dialogue, and group activities help develop children's communication skills, cooperation and conflict resolution skills.

2. The role of cultural and individual characteristics. Children's social behavior is inextricably linked with national culture, family values and personal temperament characteristics. Educational activities based on national traditions serve as an important factor in the formation of social skills. At the same time, an individual approach and taking into account the needs of each child are important.

3. The effectiveness of pedagogical methods and technologies. The study confirmed the importance of innovative pedagogical technologies, including role-playing, group games and creative activities, in the development of children's social skills. These methods enhance communication between children, help them develop a sense of teamwork and responsibility.

4. Practical recommendations. Based on this study, it is recommended to use the following approaches in preschool educational institutions:

- ✓ Systematic organization of communication-based activities to form social skills.
- ✓ Application of flexible pedagogical strategies taking into account the individual needs and temperamental characteristics of children.
- ✓ Organization of the educational process using innovative and interactive pedagogical methods.
- ✓ Strengthening close cooperation with families and jointly influencing the development of children.

The formation of social skills of preschool children is a process that occurs not only through educational institutions, but also through the combination of the family environment, cultural values and personal characteristics. The results of this study provide a theoretical and

practical basis for improving pedagogical practices aimed at supporting the social development of children. Thus, a systematic approach aimed at developing social competencies contributes to the formation of responsible, cooperative, and communicative individuals in society.

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