



THE INFLUENCE OF ART ON THE PROCESS OF INDIVIDUAL SOCIALIZATION

Qosimova Nilufar Muratjon qizi

researcher, Fergana State University

Orcid: 0009-0001-6585-8433

<https://doi.org/10.5281/zenodo.20808259>

Abstract. This article explores the multifaceted influence of art on the process of individual socialization. The study aims to identify how various forms of art (visual, auditory, dramatic) affect the acquisition of social roles, empathy levels, and cultural identity of an individual. The paper analyzes not only the aesthetic function of art but also its role in social integration and cognitive development. The findings indicate that regular engagement with art increases social adaptability and reduces the risk of deviant behavior. The conclusions can be utilized in developing educational and social policy strategies. The study emphasizes art as a powerful tool for bridging cultural gaps and fostering prosocial behavior in contemporary globalized societies.

Keywords: sociology of art, individual socialization, cultural identity, aesthetic education, social adaptation, empathy, cognitive development, artistic perception, social integration, intercultural communication, psychological resilience, visual literacy, social behavior.

Today, the socialization of the individual is understood as a specific process that is reflected in a person's life and activity. A child's transition to independent life, his or her socialization, and adaptation to social life and its influences emerge as an important need for understanding and comprehending social reality. At the same time, another essential life need is formed in the child, namely the feeling of expressing individuality and uniqueness. A child begins to search for various methods and means to realize his or her "I," and in this process personal qualities are formed. The specific psychological characteristics of an individual are manifested only in his or her own social activity, and social behavior becomes increasingly unique and unrepeatable.

The development of a child as a person and his or her social growth occur in two interrelated directions: adaptation (assimilation of socio-cultural and historical experience) and individualization (development of independence and relative uniqueness). In modern science, the concept of socialization connects the processes of an individual's adaptation to society and individualization (expression of uniqueness). The adaptation of a person to the social conditions of a particular society and his or her perception of oneself as a unique individual constitute the main content of the socialization process. Adaptation is the result of active interaction between the subject and the surrounding social environment.

In every society, various social norms and prohibitions are established for different social groups, through which human behavior is adjusted to accepted normative values. The main means of a child's inclusion into society, that is, socialization, include communication with parents, peers, and teachers, as well as mastering various types of activities (play, learning, creative activities, and sports).

The socialization of the individual takes place under numerous conditions that influence the psychological development and maturation of children, adolescents, and youth. External and internal factors affect the process of socialization.

External factors include:

- Megafactors (mega-large): cosmic and global processes on Earth.
- Macrofactors (macro-large): demographic, socio-political, cultural, and ecological factors at the level of the state and society.
- Mesofactors (meso-medium): mass communication systems and the socialization conditions of specific regions and communities.
- Microfactors (micro-small): factors directly influencing individuals, such as family, neighborhood, peer groups, educational institutions, and state and non-state organizations.

Socialization is a multifaceted process that continues throughout a person's life, but it is especially intensive during childhood and adolescence, when fundamental social norms are acquired. Society plays an important role in the child's socialization, social discipline, and cultural development.

The prominent French psychologist Henri Wallon (1879–1962) analyzed the development of the child's psyche from a Marxist perspective. His main ideas are presented in his research works such as *The Psychological Development of the Child* (1941), *From Action to Thought* (1942), and *The Origins of Child Thinking* (1945).

According to Wallon, the driving force of the child's psychological development is the increasing complexity of the environment in which the child lives and the child's interaction within it. Objects created by humanity, as well as human behavior and relationships, play an important role in psychological development. Initially, external influences are dominant in the child's psyche; later, psychological development becomes more dependent on internal conditions. At the same time, psychological development is closely connected with the increasing complexity of the child's activity environment.

Wallon emphasizes that the main outcome of psychological development is the maturation of the child as a personality. Development proceeds from one stage to another through qualitative changes, and transitions are accompanied by crisis-like states. In his works, Wallon also addresses the relationship between biological and social factors influencing psychological development and criticizes theories that interpret child psychological development as a simple repetition of human historical evolution.

The earliest works of art in the history of humanity also performed an educational and pedagogical function. Images, patterns, dances, and myths preserved practical, moral, and aesthetic experience passed down from generation to generation. Early forms of artistic activity also served organizing and unifying functions. They depicted scenes of collective struggle for survival, particularly hunting success achieved through coordinated group efforts, where the entire community acted in unity. Such representations were among the most important factors in strengthening social cohesion among ancient people.

Throughout historical development, art has consistently met social needs. It is associated with the complex relationships of social life and simultaneously functions as a special type of labor, a specific sphere of social production, a form of social consciousness, a distinct field of knowledge, and a form of creative activity. Above all, art is a form of social consciousness, and all its other characteristics derive from this fundamental quality.



Art is closely connected with the processes of social life. This is clearly evident in the ancient human desire to create material and spiritual values—objects that are pleasing, meaningful, and emotionally satisfying. Social life has had a direct influence on the development of art. Later, it also influenced art through social structures, philosophical and religious views, political ideologies, moral norms, and spiritual values.

An individual's acquired profession, knowledge, skills, and practical labor competencies are extremely important for life activity and influence the character of social norms within a given environment. The nature of a person's relationships, the social environment in which they operate, and the social influences they are exposed to constitute important criteria of socialization in adulthood.

One of the main motivations for entering a job is the nature of the work collective itself, the interpersonal relationships within it, the identity and leadership style of the manager, and only after these factors is the issue of salary usually considered. Therefore, in work collectives, a healthy moral environment and relationships based on justice and sincerity play a crucial role in a person's life trajectory.

A distinctive feature of adult socialization is that the process of individualization becomes more explicit and pronounced, as adults not only assimilate external influences but also, through their life experience, knowledge, practical skills, and competencies, exert educational influence on others and serve as personal examples.

From this perspective, the social significance of old age lies in the fact that elders primarily transmit their accumulated social experience to others (children, grandchildren, and young people in the community), a practice that is especially valued among Eastern peoples. Contemporary mechanisms of socialization among youth contribute to the formation of new thinking patterns, as well as fostering patriotism and a sense of loyalty to the homeland. The most important outcome of an individual's socialization is finding their place in life and participating in activities that contribute positively to society.

References:

- E. G'oziev. General Psychology. Tashkent, 2010.
- Abdullayeva D., Yarkulov R., Atabayeva N. Family Psychology. Tashkent: "Tafakkur Bo'stoni", 2015.
- Ivanov P.I., Zufarova M. General Psychology. Tashkent, 2008.
- Maqsudova M. Communication Psychology. Tashkent, 2006.
- Shoumarov G'.B. Family Psychology. Tashkent: "Sharq", 2008.
- G'oziev E. Psychology. Tashkent, 2008.
- Haydarov F., Halilova N. General Psychology. Tashkent, 2010.
- Course of General, Developmental and Pedagogical Psychology. Issue 3, edited by M.V. Gamezo. Moscow: "Prosveshchenie", 1982.