

**FORMATION OF SOCIAL CONSCIOUSNESS IN OLDER
PRESCHOOL CHILDREN AS A CURRENT ISSUE****Khujamatovatova Khusnida Mansurovna**Acting Associate Professor of the Department of Pedagogy and
Psychology of the TMCI Institute<https://doi.org/10.5281/zenodo.17918816>**ARTICLE INFO**Received: 09th December 2025Accepted: 10th December 2025Online: 11th December 2025**KEYWORDS***current issue, preschool children, analyze, education, pedagogical conditions, system, task***ABSTRACT**

The article examines the problem of forming social consciousness in older preschool children in the context of the modern requirements of the educational and upbringing policy of the Republic of Uzbekistan. It analyzes the contradictions between the social demands of society and the state of the theoretical and methodological base of preschool education, as well as identifies pedagogical conditions that contribute to the effective socialization of preschoolers.

Introduction. Under conditions of deep social, cultural, and economic transformations, the formation of spiritually mature and socially active youth becomes one of the most important tasks of the education system. The President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, has repeatedly emphasized that the upbringing of a new generation capable of independent thinking, being initiative-driven and responsible, is a “vital issue” for the country’s development in the 21st century.

In regulatory documents of recent years — the Presidential Decree of May 3, 2019 (PQ-4307), the Resolution of the Cabinet of Ministers of December 31, 2019 (No. 1059), and the Presidential Decree of March 26, 2021 (PQ-5040) — special attention is paid to increasing the effectiveness of spiritual and educational work, protecting youth from ideological threats, and forming a stable worldview and moral resilience.

One of the key areas in this process is the formation of social consciousness in older preschool children as the initial stage of developing a future citizen and a subject of social relations.

Modern social conditions present requirements related to the ability to interact with others, understand the norms and rules of society, and show empathy, responsibility, and initiative. In this regard, the issue of forming social consciousness in older preschool children becomes particularly relevant — during this period, fundamental social concepts and behavior patterns develop most actively.

Relevance of the Problem

Social changes. The rapid transformation of society (digitalization, changing family models, increasing information flows) makes it necessary to form social adaptation skills in children at an early age.

Complication of interpersonal relations. Older preschoolers are actively involved in various forms of communication—with peers, adults, and social institutions—which requires the development of an awareness of social norms and roles.

Foundation of the future personality. Preschool age forms basic qualities: the ability to cooperate, empathize, follow rules, and make moral judgments.

Transition to school education. Social maturity is one of the key criteria for a child's readiness for school.

The Concept of Social Consciousness in Preschool Age

In older preschool children, social consciousness includes:

- understanding moral norms (goodness, justice, responsibility);
- ideas about family, professions, society;
- ability to interact in a group and consider the interests of others;
- development of empathy;
- initial skills of self-control and self-evaluation.

Psychological and Pedagogical Characteristics of Older Preschoolers

- self-awareness develops actively;
- volitional behavior becomes stronger;
- ability for moral reasoning emerges;
- social experience expands through play, communication, labor, and observation;
- emotional stability and empathy develop.

These characteristics are favorable for the purposeful formation of social consciousness.

Factors in the Formation of Social Consciousness

1. Family — the primary environment of socialization that forms basic behavior models.
2. Preschool educational organization — provides systematic development of social skills through programs, games, and joint activities.
3. Communication with peers — the main mechanism for mastering norms, rules, and social roles.
4. Play as the leading activity — role-playing, active, and didactic games contribute to the assimilation of social relations.
5. Media environment — modern children receive a significant portion of information from multimedia, which requires pedagogical control.

Problems in the Formation of Social Consciousness

- insufficient involvement of the family in the educational process;
- limitation of live communication in favor of the digital environment;
- decreased emotional interaction in families;
- overloaded programs, lack of time for free play;
- inconsistency between the requirements of teachers and parents.

Pedagogical Conditions for the Formation of Social Consciousness

1. Creation of a socially rich developmental environment: role-play corners, joint projects, mini-communities.
2. Use of play technologies: role-playing games, dramatization, communicative games.
3. Modeling life situations: discussion of problematic situations, moral dilemmas.
4. Involvement of children in collective activities: labor tasks, projects, joint games.
5. Development of emotional responsiveness: empathy exercises, reading fiction, discussion of emotions.

6.Cooperation with the family: recommendations to parents, joint events, unified educational approaches.

The formation of social consciousness in older preschool children is an integral part of modern education, which determines the success of future learning and socialization. This is a complex pedagogical task requiring coordinated work of the family and the educational organization, and the use of advanced play, communicative, and emotional-pedagogical technologies.

Social consciousness is understood as a system of a child's ideas about themselves and others, social norms, roles, and relationships, as well as the ability to navigate in a social environment and understand their place within it.

Theoretical Foundations of the Formation of Social Consciousness in Preschoolers

In domestic psychological and pedagogical thought, the problem of socialization has been studied by classical scholars—L.S. Vygotsky, A.V. Zaporozhets, L.I. Bozhovich, D.B. Elkonin, and others.

L.S. Vygotsky argued that child development occurs through the internalization of social norms and cultural models acquired through interaction with adults and peers.

According to L.I. Bozhovich, stable forms of a child's behavior are based on formed personal qualities, which become the foundation for developing their social attitudes and behavior norms. These ideas emphasize the importance of working not only on external manifestations of behavior but also on the child's system of motives, values, and representations.

Modern foreign research (U. Bronfenbrenner, E. Erikson) also confirms that preschool age is a critical period in which:

- basic trust in the world;
- ability to interact;
- elements of moral consciousness;
- identification with social roles;
- early ideas about oneself and society are formed.

Problems and Contradictions in Modern Preschool Practice

1.Between society's need for active socialization of preschoolers and insufficient development of mechanisms for forming social consciousness in pedagogical practice.

2.Between the communicative orientation of modern education and the limited pedagogical technologies that consider the specifics of preschool age.

3.Between the need to develop a child's agency and the predominance of traditional, regulated forms of work, where the child acts mainly as a performer.

4.Between the need for a comprehensive model of socialization and its fragmented implementation only in certain components (e.g., only in activity centers or only in preparatory groups).

These contradictions lead to the formation of social consciousness remaining fragmented and not ensuring the desired effectiveness.

The Essence of Social Consciousness in Preschoolers

Social consciousness of older preschoolers includes:

- understanding norms and rules of group behavior;

- ability to evaluate one's own and others' actions;
- development of empathy and sympathy;
- understanding social roles (friend, helper, family member, group participant);
- elements of civic identity (respect for adult labor, interest in native culture and homeland).

To achieve a high level of socialization, a child must not only imitate adults or peers but also demonstrate initiative, independence, and creative activity in social situations.

Pedagogical Conditions for the Formation of Social Consciousness

For effective socialization of older preschool children, the following pedagogical conditions are necessary:

Creating a rich social and communicative environment

This includes organizing:

- role-playing games;
- group projects;
- situations of choice and responsibility;
- problem-communicative tasks.

Play, as noted by D.B. Elkonin, is the leading activity of preschool children, ensuring the development of social roles and norms.

Interaction of the family, kindergarten, and community

An effective model is the “kindergarten – family – society,” where the child receives unified

value guidelines.

Development of the child's agency

This involves:

- providing the right to choose;
- participation in group decision-making;
- development of self-regulation and self-assessment skills.

Pedagogical support and emotional assistance

The adult acts not as a controller but as a partner creating conditions for initiative.

Use of the ethnocultural component

Forming values reflecting:

- traditions of the Uzbek people;
- national behavioral models;
- respect for elders;
- diligence and mutual assistance.

Conclusion. The formation of social consciousness in older preschool children is a multifaceted and complex process requiring a systemic approach and reliance on modern scientific research. In the context of state programs aimed at strengthening the moral foundations of society, the development of children's abilities to interact, understand social norms and values, and show initiative and responsibility becomes especially important.

The development of scientifically grounded methodologies, the integration of modern pedagogical technologies, and the strengthening of cooperation with families will ensure

harmonious socialization of preschoolers and prepare them for successful participation in modern society.

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